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ABSTRACT

This report presents conclusions and recommendations of a study of possible criteria to define educationally underserved populations in Texas in light of the 1994 Court decision (Hopwood v. Texas) ending the use of racial quotas. The study identified qualitative variables related to social and cultural factors and 10 quantitative criteria (such as socioeconomic background, first-generation college status, and financial status of student's school district). The study came to eight major conclusions including that: (1) there is no single criterion or combination of criteria that will produce the same level of minority participation as prior to the Hopwood decision; (2) institutions using selective admission procedures may have decreased minority applications; and (3) the use of standardized tests (such as the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) program) unduly limits admissions of underserved populations. Twenty-one specific recommendations are made and organized into those for the Texas Higher Education Coordinating Board, for the legislature, and for Texas institutions of higher education. After an executive summary, the report presents the full qualitative and quantitative analyses of alternative diversity criteria (including extensive data tables). Appended is a survey of the research on the predictive validity of College Board admissions tests. (Contains 54 references.) (DB)

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A Report to the

Texas Higher Education Coordinating Board

by

Advisory Committee on Criteria for Diversity

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A Report to the

Texas Higher Education Coordinating Board

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Advisory Committee on Criteria for Diversity

January 1997

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Part I

Executive Summary, Conclusions, and Recommendations

Background

When U.S. District Court Judge Sam Sparks reached his verdict in the case *Cheryl J. Hopwood vs. State of Texas* in August 1994, Cheryl Hopwood and the other plaintiffs appealed the decision to the Fifth Circuit Court of Appeals. That court issued its opinion on 18 March 1996, and shortly thereafter on 30 April, the State of Texas submitted a writ of certiorari appealing the Fifth Circuit's decision to the U.S. Supreme Court. In the meantime, the Fifth Circuit agreed to a stay of its opinion, pending the results of the appeal to the Supreme Court. On 1 July 1996, the Supreme Court announced it was denying the writ of certiorari. As a result, the stay was lifted, and the Fifth Circuit's ruling became the law, and Texas institutions could no longer use race or ethnicity as a basis for offering preferential admissions or other educational benefits to students.

During much of this time, and given all the ambiguity that institutions were experiencing about the status of race-based admissions and other decisions, Commissioner Ashworth was discussing contingency options with various individuals and groups. Among the many discussions was the possibility of forming a committee to analyze what other criteria might be used, in lieu of the prohibited criteria of race/ethnicity, to reach the vast underserved population of Texas citizens who, historically, have not participated proportionately in Texas higher education. In his letter to prospective committee members on 10 May 1996, Commissioner Ashworth stated:

> **. . . The purpose of the committee will be to develop guidelines which might be used by colleges and universities and the Coordinating Board in admissions, financial aid decisions, and other activities, programs and processes on our campuses to achieve diversity among our student bodies and to ensure that we achieve adequate representation of minorities and other groups of our citizens to be certain that our work force, professional**

practitioners, and general population are prepared for the future and representative of our state as a whole.

You may find it necessary to modify or broaden the charge I am assigning you, but as I envision what we need at the moment, it is a list of classifications, markers, definers, and characteristics which could be taken into account by our colleges and universities in decisions they will need to make in the pursuit of diversity and appropriate representation of all sectors and segments of our society.

The resulting group came to be titled "Texas Higher Education Coordinating Board 'Advisory Committee on Criteria for Diversity'." All prospective members agreed to serve, but full participation was not possible ultimately for every person. (See membership on page i). Although the Committee was not charged officially to report by a specific date, the working assumption was that the end of 1996 would be a target. The original assumption, shared by many individuals, was that the Supreme Court would hear the appeal of the case and could take up to a year to issue a decision. That would have given much more time to the Committee, the Coordinating Board, and the institutions to prepare in the event the Supreme Court upheld the Fifth Circuit decision.

The Committee had its organizational meeting on 26 June 1996, just days before the Supreme Court announced on 1 July 1996 that it would not hear the *Hopwood* case on appeal. The Committee met again on 17 July, 9 August, 11 October, and 13 December 1996; it met on 10 January 1997, with the Coordinating Board Committee on Access and Equity on 15 January, and reported for the second time to the Coordinating Board on 16 January 1997. (A progress report was presented previously on October 1996.)

At the second meeting of the Committee (on 17 July 1996) a tentative list of 12 diversity criteria (expanded to 15 at the third meeting on 9 August) was created for research purposes. During this time, state officials, media commentators, and other individuals have proposed criteria that are equivalent or similar to these.

Summary of Part I. Qualitative Analysis

Qualitative variables are difficult to operationalize but are, nevertheless, significant concerns in guaranteeing access and equal educational opportunity for all Texans. The objective of qualitative analysis is to place the quantitative findings within a larger social and cultural context.

The racial and ethnic history of Blacks (African Americans) and Hispanics (Mexican Americans); their sociocultural and economic reality; the quality of public school education most minorities have received; campus readiness for their incorporation; and, the reception that many minorities have experienced at colleges and universities are all important considerations in racial-ethnic minorities; preparation for, entry and success in higher education. The critical needs of non-traditional minority students are presented. Racial-ethnic minorities represent the primary source of new student growth in Texas colleges and universities at present and in the near future.

Two intersecting perspectives are used to systematically assess the qualitative issues surrounding minorities, entry, and success, in higher education. The first perspective considers racial-ethnic groups' historical, cultural, and economic characteristics and experiences as they impact their educational profiles. The second analytical perspective connects these realities to the steps or stages of what ideally has been considered a seamless process of higher education. A number of qualitative issues and approaches surrounding educational institutions, recruitment efforts, admissions criteria, retention programs, graduation (degree) plans, career counseling, and, employment outcomes for racial-ethnic minorities are discussed.

Such significant factors as financial aid, use of standardized tests, and few and under funded student academic and support services, have presented formidable barriers with disastrous results for many cultural minorities seeking access to quality educational institutions in Texas. The *Hopwood* decision is the most recent case in point.

A set of risk factors supports important recommendations to secure a proportionate representation of Texas citizens who have not historically participated in the State's institutions of higher education. The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Significant risk factors, however, could jeopardize this great potential that centers on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of the State's increasingly racial-ethnic population are the keys toward realizing its full economic growth and development.

For the ideal of equal opportunity to be realized, the State's school system, the traditional route for social mobility and individual achievement, must offer educational opportunities to all its citizens. A truly democratic order requires an educated and informed citizenry to flourish and function effectively.

Summary of Part II. Quantitative Analyses

The original list of 15 hypothesized criteria, derived from theoretical discussions, were examined to determine the feasibility of obtaining data to analyze these criteria. The original list included these:

1. Socioeconomic Status
2. First-generation college attendees
    a. Parents non-high school graduates
    b. Parents high school graduates
3. Bilingual proficiency
4. Financially poor school district
5. Low performance schools
6. Middle or high school home responsibility
7. Leadership experiences
8. High school employment experience
9. Regionality
10. Central/Inner /City/Poverty
11. Rural Poverty
12. Centile ranks within Income Categories
13. Single-parent Families
14. Non-traditional students, including older ages
15. Standardized Tests

After extensive searches for data sets for analyses, the 15 items were reduced to ten, as follows:

1. Socioeconomic background, including household income and poverty and parents' level of education
2. First-generation college status
3. Bilingual proficiency
4. The financial status of the student's school district
5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency
6. Student responsibilities including working, raising a child and similar factors
7. Region of residence within the State of Texas
8. Residence within rural/urban, central city/suburban areas of the State of Texas
9. Effects of the use of alternative levels of ACT/SAT scores
10. Student ACT/SAT rankings within socioeconomic levels

1. *Income and Poverty*

Basic income groupings, with the first three income categories made equivalent to the poverty level income for a family of four ($12,675 in 1989), 150 percent of the poverty level income for a family of four ($19,011), and 200 percent of the poverty level income for a family of four in 1989 ($25.350), show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761 or 62.3 percent of the eligible group being minority. This is 63.9 percent of the total minority populations under 25 years of age in 1990. (see Table 49; also, see Table 50.)

2. *Education*

a. Parents non-high school graduates
b. Parents high school graduates
c. Parents not college graduates (Bachelor's Degree)

Using the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. Using the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status. This is 71.3 percent of the total minority populations less than 25 years of age. (See Table 51 and Table 52.)

3. *Language*

Using the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being or minority status. This is 43.8 percent of the eligible minority population. (See Table 53.)

4. *Wealth of School District*

As measured by per student residential property value, the data suggest that the use of property values of less than $70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority. This is 47.2 percent of the eligible minority population. (See Table 54.)

5. *School Performance Rating*

Using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status. This is 3.1 percent of the eligible minority population. (See Table 55.)

6. *Student Responsibilities*

The data available to measure this dimension were not adequate but analysis of available data suggest that if a student is a single parent or a pregnant teenager, this status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles who are work study students would be minority. The total number of cases is not representative of the total numbers in the population and thus these data cannot be considered as appropriate for measuring family, work or other obligations. (See Table 56.)

7&8. *Region and Urban Status*

The data suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. This is 36.8 percent of the eligible minority population. The data suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons. This is 77.6 percent of the eligible minority population. (See Tables 57 and 58.)

9. ACT/SAT Test Scores

The use of test scores show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if all persons scoring below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent could be minority; in the SAT group, 11,584 or 68.3 percent would be minority group members. This is 48.2 percent of the eligible minority population taking the ACT and 31.5 percent of the minority population taking the SAT. (See Table 59.)

10. Test Scores within Income Categories

The concept suggested by this criterion was to discern whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data show some support for this premise. For students from households with incomes of less than $30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of $100,000 or more, only 669 or 17.1 percent were minority group members. This value for households with incomes of less than $30,000 was 3.4 percent and for households with income of $100,000 or more, it is 1.2 percent of the eligible minority populations. (See Table 60.)

After completing the initial analyses, combinations of criteria were subjected to the same type of question: namely, what combinations of criteria will produce the result of identifying the largest underserved populations in Texas. Within the limitations of this analysis, several results appear sufficiently general to merit further consideration:

a. Socioeconomic conditions related to poverty, income, and education substantially focus attention on populations in need. Income levels are lower and poverty levels are higher for minority residents in nearly all areas of the State. When such conditions are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results show that using such criteria would be useful in identifying populations in need. The single-parent status of the household, language use and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.

b. Area of residence may also be useful in identifying populations in need. The results suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, and substantial levels of need are also in the Upper Rio Grande Region.

c. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to using the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently, or in conjunction with, the property wealth status of the district.

d. ACT/SAT tests may favor students from particular cultural backgrounds and may not always indicate academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and

Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores do not predict academic performance well, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.

e. Although a combination of criteria measuring limited socioeconomic conditions of households within areas with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created by using specific criteria and the proportion of minorities among those eligibles is likely to be necessary.

f. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to *Hopwood*. The additive use of multiple criteria merits consideration. Using criteria of income (or poverty) and parents' levels of education produce relatively large eligible underserved populations which include more than 50 percent minority group members.

g. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming years.

h. The results suggest that whenever criteria are selected, they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective.

Conclusions

The Committee made the following conclusions based on the formal analyses done, professional observations, and personal research efforts. Some conclusions may be controversial, but the Committee is prepared to defend them.

1. Although numerous criteria (such as income, parents' education and school district wealth) may be useful in identifying segments of the population in need, no single criterion or combination of criteria will result in the same level of minority participation as occurred under criteria used prior to *Hopwood*.
2. The Committee concludes that historically, the State of Texas has not effectively implemented public policy designed to provide access to the underserved populations identified here.
3. The Committee concludes that the citizens of the State, and its public officials, do not fully appreciate that the changing demographics of the State will have severe effects that surely will occur if serious State intervention does not occur. This lack of understanding is not simply because of resistance to the facts, but it results from a tendency to ignore or procrastinate about matters that will not materialize fully in one biennium.
4. The Committee concludes that institutions using selective admission procedures have been perceived as inhospitable to underserved populations. Thus, perceptions may have decreased minority applications at some institutions.

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5. The Committee concludes that the use of standardized tests unduly limits admissions. It also has a chilling effect on the motivations and aspirations of underserved populations. The debate about the appropriateness of standardized tests has a long history, and certain elements are generally agreed upon. The tests indicate some level of readiness to do college work, but scores are better predictors for some students than others. Except at the extremes, SAT/ACT scores do not adequately predict grades in core freshman courses or the probability of college graduation. The testing services emphasize that scores should only be used as "part" of any process.
6. The Committee concludes that problems for underserved populations in higher education are too often viewed as being exclusively ones of admission. The Committee prefers that access be viewed as "access to receiving the degree" to which the student aspires, whether it be undergraduate, graduate, or professional. Thus, graduation should be the objective for institutions and the State, not merely an opportunity to enroll for the first time. This means that retention, and graduation, also should be the foci for public policy, institutional goals, and programs. A focus on graduation is essential; however, institutions of higher education should not be discouraged from admitting students who do not aspire to receive a degree.
7. The Committee concludes that matriculation, retention, and graduation are greatly influenced by financial conditions, and the ultimate solution to providing full access is to provide adequate financial resources for students to stay in school. Currently, the primary financial aid from the State is the Texas Public Education Grants. TPEGs are derived from tuition collected by institutions and is part of the appropriation to the institutions. Therefore, it is really not funded by the State. The Committee, therefore, concludes that until adequate financial aid is available, educational access is primarily hollow rhetoric.

8. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Recommendations

The executive summary described briefly the data that were considered and analyzed. This section will focus on the recommendations that the Committee has decided to forward to the Commissioner and the Board. The Commissioner gave the Committee the flexibility to go beyond his precise charge. Because all of the discussions and information considered cannot be summarized in a document, if we expect even part of it to be read, the Committee has prepared recommendations based on those discussions and research that occurred over the course of its numerous meetings.

For convenience, we have divided the recommendations into four groups: (A) Recommendations for the Coordinating Board to consider under what we believe is its authority to recommend; (B) Recommendations for the Coordinating Board to consider requesting legislative action; (C) Recommendations in the form of suggestions which the Committee believes could be implemented by institutions and which would dramatically change higher education in Texas over the next several years so that underserved populations would exist no longer as the glaring component of the "other" Texas; and (D) Recommendations for Colleges and K-12 Public Schools.

A. Recommendations for the Coordinating Board

1. Criteria related to income levels of parents, parental educational level, and disadvantaged economic status of the school district in which a student attended high school should be considered for use in the provision of special admission status and the awarding of financial aid. Economically disadvantaged students should be defined as those individuals in families

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with incomes up to 200% of the official poverty level, or graduation from high schools in areas with low residential property values. Because of higher per student residential property values in metropolitan areas, lower limits should be set for non-metropolitan areas than metropolitan areas.

2. SAT/ACT and other standardized tests should be used for student counseling and curriculum development but should not be utilized as a major criterion in student admission processes or in the awarding of financial assistance. In particular, standardized test scores should never be used as a sole screening factor where a low score alone bars an applicant from admissions without the consideration of other qualifications and accomplishments.

3. The agreements that have been initiated between the Texas Higher Education Coordinating Board and the SAT/ACT testing agencies should be formalized. This will allow the Texas Higher Education Coordinating Board to track the college application processes for graduates of Texas public schools on an annual basis. The purpose is to assess the effects of the *Hopwood* decision and the potential use of alternative criteria for admissions and the granting of financial assistance.

4. Although institutions should honor arrangements regarding race-neutral academic scholarships according to the donor's wishes and any legal requirements, all other institutional discretionary financial aid should be combined into a need-based program in order to provide the largest percentage possible of the officially calculated need of each student.

B. Recommendations for Legislative Action

5. Steps should be taken to initiate legislation to allow for the annual sharing of data between the Texas Education Agency and the Texas Higher Education Coordinating Board

to track in the in-state and out-of-state enrollment patterns of graduates of Texas public schools for the purposes of assessing the impacts of the *Hopwood* decision and of the potential use of alternative criteria for admissions and the granting of financial assistance.

6. The Coordinating Board should emphasize to the Legislature that the Educational Opportunity Services formula be funded. In addition to the original proposal for the 1998-99 biennium, the formula could become part of a performance review that would provide incentives for institutions to enroll students from these underserved population. For example, the State should add to the proposed formula a "performance bonus" of $500 for each additional underserved student enrolled beginning Fall 1997. These funds would be trusteed to the Coordinating Board for distribution after Fall 1997 enrollments are determined on the 12th class day.

7. The Coordinating Board should urge the legislature to provide additional need-based financial aid to all students who are admitted to institutions. Students who do not have access to at least 90% of the calculated financial aid needed to attend that institution would be recipients of this State financial aid. Access is too often assumed to be primarily a matter of admission to an institution. If retention is improved, the numbers of minority students enrolled would increase dramatically (as for all underserved populations). A major deterrent to retention is not simply academic performance, or student desire; it is financial ability to remain in school and not have to leave for employment.

C. Recommendations for Institutions

8. Each institution should establish minimum criteria for admission and then select from that pool the freshman class by a lottery. That would produce an "admitted" class that, on average, would mirror the application pool. This would eliminate the perception of subjective decision making in the admissions process.

9. We recommend that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain or increase access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity to Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.

10. We recommend that colleges and universities establish partnerships and coalitions with a broad range of leaders, educators, and the corporate sector. These arrangements should be used to improve the quality of public school education, K-12, and to increase high school and college retention and graduation rates. Special emphasis should be given to establish such arrangements in high proportionate minority serving institutions.

11. Teachers and professors should recognize and acknowledge the history and culture of racial-ethnic students in all efforts, including curriculum, to prepare students for educational advancement. The result of these efforts should validate and elevate students' self-esteem and confidence in their own abilities to learn and achieve in higher levels of education. Minority faculty, faculty development and transculturation activities for all campus staff and administrators must be given a high priority to produce better prepared educators in the classroom and throughout the educational system.

12. Teachers and professors must prepare teachers to recognize that the family, the leadership structure, and the entire African American and Mexican American community and other under represented minorities must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the

educational process. Continuous outreach and recruitment programs must be devised to reinforce the importance of a good education.

13. Financial resources, academic support services and student advisement, and career counseling programs must be fully available to racial-ethnic minority and underserved students to sustain their connection to the college or university faculty, professional staff and administrators.

14. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded.

15. Economic incentives should be provided to colleges and universities and special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas.

16. The needs of non-traditional students, many of whom are ethnic-racial minorities, must take priority in designing instructional programs and schedules and such students should be provided financial and academic support.

17. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure that cultural diversity is proceeding within a designated time-table with measurable results.

18. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and

recommendations.

19. The Texas Higher Education Coordinating Board should require the A&E Committee to report annually on progress made in implementing the recommendations adopted from this report.

D. Recommendations for Colleges and K-12 Public Schools

20. Tracking procedures and other barriers and limitations particularly affecting minority and underserved students must be eliminated from the path toward educational achievement.

21. College preparatory courses and programmatic experiences must be designed to benefit minority and underserved students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority and underserved students.

Part II

Part II

Qualitative Analysis of Alternative Diversity Criteria

by

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INTRODUCTION

The *Hopwood* decision has provided Texas with both a challenge and an opportunity to identify social indicators which gauge the level of educational opportunities that characterize an increasingly diverse population. Both quantitative and qualitative factors must be explored to complete a comprehensive description and analysis of the educational needs of cultural minorities. Racial-ethnic representation on college and university campuses should reflect their current numbers and future demographic projections for our State as we progress into the next century. This report is focused on qualitative variables which impact the recruitment, retention, and graduation of ethnic minorities by institutions of higher education. These factors may be more difficult to operationalize empirically but are nevertheless significant concerns in guaranteeing access and equal educational opportunity for all Texans.

More specifically, the objective of this report is to place the findings of Murdock *et al.* in Part III within a larger social and cultural context. In order to accomplish this objective several issues will be addressed.

First, it is necessary to consider the history of Blacks (African Americans) and Hispanics, especially, Mexican Americans in Texas. Their racial and ethnic history significantly influences their educational attainment. (The terms Black and African American will be used interchangeably. For Hispanics in Texas; Mexican American, Latino, and Chicano are also interchanged.)

Second, the sociocultural and economic reality of racial-ethnic minorities must be recognized. Such factors as socialization processes, socioeconomic profiles, the quality of public school education that racial-ethnic minorities have received historically, as well as college and university campus readiness to incorporate minorities are important considerations in their preparation for entry and success in higher education.

Third, this report indicates why the recruitment and retention of minority students is a pressing problem for Texas. If colleges and universities are to graduate able minority students they must re-evaluate their needs as well as the academic criteria and experiences they face at each step of the process of higher education: e.g., recruitment, admission, retention, and occupational follow-up. Such significant factors as financial aid, use of standardized tests, and student support services must be particularly addressed. There is a need to empirically research the impact of these factors on the educational achievement of racial-ethnic minorities in the State.

Fourth, this report focuses on the critical need for colleges and universities to serve what have been referred to as non-traditional minority students. They represent the most eligible pool of college students in the near future for Texas and, therefore, must be strongly encouraged and supported to aspire and to obtain college degrees.

Fifth, a set of risk factors support our recommendations to secure a proportionate representation of cultural minorities in the State's institutions of higher education. The economic development of Texas and the educational achievement of its racial-ethnic groups is inextricably interrelated.

A broad range of demographic data indicate that the school system of the State of Texas will be called upon to educate an increasingly diverse cultural population in the 21st century. Today, the largest public school districts in Texas contain a majority of African American and Mexican American students. In light of this reality, higher education institutions must address the specific needs of this diverse population for several important and interrelated reasons.

First and foremost, these students will be the primary source of new student growth in Texas colleges and universities. **Ethnic minorities constitute 53.6 percent of all students enrolled in elementary and secondary schools in 1995-96 in Texas.**

Another reason is that the State's economy will require a labor force made up of proportionately higher numbers of well educated and trained minorities for a wide range of professions and technical occupations. Ethnic minorities are expected to constitute a higher percentage of the working population as the percentage of white workers decline within the active labor force due to their age profile and retirement levels. Educated and technically proficient minority workers are not a luxury but a necessity for the State's continued economic growth.

Ultimately, for the ideal of equal opportunity to be realized, the traditional route for social mobility and individual achievement, the State's school system, must produce educational opportunities for all citizens. For a truly democratic order to flourish and function effectively, the State requires an educated and informed citizenry.

The Effect of Sociocultural and Economic Realities at Each Step of the Educational Process for Minorities

In order to systematically assess more qualitative issues surrounding entry and success in institutions of higher education for minorities in Texas, two intersecting perspectives will be used. These perspectives should be considered theoretical boundaries or empirical parameters for continuous research. Although we have attempted to identify a comprehensive set of qualitative variables for analysis, there has been relatively little research conducted to date on a number of these sociocultural and economic factors that sheds light into the realities facing minority groups in their quest for access and quality education in Texas.

The first analytical perspective considers the historical background of minorities and their involvement in higher education in the U.S. and, specifically, in Texas. Along with these historical notes, cultural socialization, socioeconomic conditions, and life experiences of minorities must be explored and, ultimately, related to public school and higher education experiences of minorities in state institutions.

These realities provide a point of departure from which to interpret and reassess a number of labels used today to identify minority students and their educational profiles. The labels include the following: special education and remedial students; non-college track students; first generation high school graduates; first generation entering college students; first generation college graduates; first generation post-graduate students; and, non-traditional students as well as a number of other identifiers.

The second analytical perspective focuses on the steps or stages of what has been ideally considered as or planned to be a seamless process of higher education. Qualitative issues and approaches surround educational institutions' activities, as follows: recruitment efforts; admission criteria; retention programs; graduation (degree) plans; career counseling; and, employment outcomes. These factors must be considered in relation to the sociocultural and socioeconomic reality of ethnic minorities.

Specific historical, cultural, economic, and campus preparedness factors which affect minorities should be taken into consideration at each step of the educational process in order for strategic plans and activities to reap effective and efficient outcomes in creating the required diversity in colleges and universities in Texas.

At each stage of the process toward obtaining a college degree, minorities have met formidable barriers with disastrous results for a significant number in Texas. The *Hopwood* decision is the most recent case in point.

A consideration of these qualitative factors expands the dialogue at hand; the search for alternative college entrance criteria other than the designation of race or ethnic identity as mandated by the *Hopwood* decision. Significant issues will be discussed and recommendations will be made that could result in more equitable opportunities for our State's minorities seeking to obtain a higher education.

History, Cultural Socialization, Economic Liabilities and the Readiness of Educational Institutions to Admit Racial-Ethnic Minorities

Historical Background and Current Social and Cultural Changes

The history of racial-ethnic relations in the United States is complex, and is outside the realm of this report. However, the history of the two largest minority groups in the U.S. and Texas, notably Blacks and Latinos, continues to shape their educational experiences.

Hispanics and Blacks are greatly under-represented in colleges and universities throughout the country. Yet, the Black population is the largest ethnic minority population and Hispanics are the second largest and the fastest growing minority group in the U.S. The 1990 U.S. Census has reported that the population for Blacks is 30 million and approximately 23 million for Hispanics. The Hispanic population includes several distinct ethnic groups

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— Mexican Americans, Cubans, Puerto Ricans, Central and South Americans and Others. Mexican Americans are by far the largest of the groups within the Hispanic umbrella and represent 64 percent of the population.

That Blacks were brought into the United States as slaves is well documented in the social science literature. Fischer *et al.* (1996) discuss ethnic history and ethnic inequality in America. They state that "although most non-English people who came to America faced discrimination and exploitation, the experiences of a few were distinctly different... The African case is well-known: Europeans purchased captive Africans and sold them in America as slaves" (p. 175). (See also Ogbu, 1978; Takaki, 1987.)

The history of Mexican Americans in the United States and in the State of Texas, in particular, is of a different order. (We focus on Mexican Americans because they are the largest Hispanic group in Texas.) The hatreds engendered by the Texas Revolt in 1836 not only produced the State's separation from Mexico but also resulted in what has often been termed an "Alamo mentality" toward the Mexican-origin people. As a result of the fall of the Alamo, all Mexicans in Texas were considered the enemy. After the Treaty of Guadalupe Hidalgo (1848) which recognized Texas as part of the U.S. and ceded to that country large sections of what would become the Southwestern states of New Mexico, Arizona, California, Colorado, Utah, and Nevada, the people of Mexican heritage who lived in this region were granted citizenship. Mexican Americans were considered a "conquered people," and subsequently treated as a racial caste (see Montejano, 1987; San Miguel, 1987; De Leon, 1993).

A few salient points regarding the history of Blacks and Mexican Americans are important because these features of discrimination have contributed to the disadvantaged socioeconomic position of these two ethnic minority groups in the U. S. and in Texas, more specifically. Fischer *et al.* (1996:176) state: "The formidable edifice of slavery was, of course, not natural; it was policy." They continue to discuss that Americans allowed the importation of slaves until 1808 and "for over fifty more years after that decided to permit slavery to expand. We continue to live with the consequences of those choices" (p. 176).

Fischer *et al.* (1996) also note that although Mexican Americans were not slaves in the Southwest, they were considered to be a source of much needed labor. Thus, Anglos utilized the patrón-peón system in order to use this labor and at the same time exploit the Mexican American population. (For further reading on this topic see Montejano, 1987; San Miguel, 1987; Moore, 1976.)

That Blacks and Mexican Americans were relegated to a disadvantaged position in the labor market and in education is also documented in a vast amount of literature (see Fischer, *et al.*, 1996; San Miguel, 1987). The subordinate position of these minority groups was soon used to explain or justify their low intellectual status.

The Civil War and emancipation did not solve the moral and educational problems for Blacks. After all, the Plessy decision of 1896 called for separate but equal facilities for Blacks. All the evidence indicates that this decision resulted in a lax and informal education for most Blacks (for further reading see Orfield, *et al.*, 1996). Although Mexican Americans were not as directly affected by the Plessy decision, their exclusion from educational opportunities has been clearly documented by such contemporary historians as Montejano (1987) and San Miguel (1987).

At this point, the following question arises: "How are current trends related to the past?" In a recent book, Orfield and his colleagues (1996) trace the developments of desegregation after the *Brown v. Board of Education* in 1954. They observe how this decision was widely praised by conservatives and liberals alike. Yet, they document in considerable detail that after a period of sustained efforts to desegregate schools, a trend toward resegregation is currently underway in the U. S. Some of the current reasoning for this phenomenon seems to parallel that which supported the Plessy decision. *Cisneros v. Corpus Christi Independent School District* (1972) and *U.S. v. Texas Education Agency* (1972) applied the guarantees afforded under the *Brown* decisions to Hispanics by declaring Mexican Americans a cognizable category separate from whites and therefore mandating that school desegregation issues and other issues involving race consider Hispanics.

Orfield and his colleagues list a series of Supreme Court decisions which have made desegregation more difficult to achieve in legal terms. They recognize that the efforts to desegregate schools posed problems. Simply bringing persons of color and whites together did not mean that educational equality had been miraculously achieved.

However, the trend toward a resegregated school system will not solve the educational problems for racial-ethnic children. Orfield and his colleagues found that segregated schools and poverty are closely related. The extremely strong relationship between racial segregation and concentrated poverty in schools is a key reason for the educational differences between segregated schools and integrated schools.

Segregated schools that are called upon to educate low-income minority students are often inferior in several respects. They typically have inferior physical and technical facilities (including computers) and these schools are often unable to attract the "best" or most effective teachers. Students in such schools are less likely to have an opportunity to take courses that will prepare them for college or even receive information regarding the pursuit of a college degree.

In seeking to provide educational opportunities for children whose parents are Black or Mexican American, educators and policy makers should not only consider racial-ethnic issues but also their level of poverty. Financial resources for grades K-12 are essential in ensuring that these students graduate from high school. This reasoning can be applied to colleges and universities interested in recruiting and retaining minority students. These students need financial assistance in order to get into college, stay in college and graduate from college.

At the same time, financial resources alone can not and will not solve the problems faced by many minority students in institutions of higher education. Colleges and universities must encourage faculty, administrators, staff and students to celebrate diversity and to foster a welcoming social environment for minority and non-traditional students. In addition, partnerships with corporate America will benefit not only the educational system and the community but will empower society as a whole. For example, corporations could assist with financial aid support by designing scholarships and internships that would provide a hands-on experience for students. Training on the job will ensure a larger and more qualified pool of employees for the future. This will be a positive impact on today's highly competitive and complex labor market.

There is a body of social science literature that clearly documents that the level of educational achievement of minorities has always lagged considerably behind the Anglo population (see Moore, 1976; Jaffe, *et al.*, 1980; Montejano, 1987; San Miguel, 1987).

Katznelson and Weir (1985:178) address the critical issue of racial-ethnic access to schools in the following statement:

> Yet the presumption of access to schools which underlies this entire history applies only to white workers. For nonwhites, a radically different relationship to public education created an entire educational experience quite distinct from that of whites.

Katznelson and Weir argue that Blacks were excluded from full participation in elementary schooling, whereas the white working class was incorporated into the nation's public schools. More specifically, Blacks were excluded from mass schooling. When they were included into the educational system they were relegated to urban schools that were subordinate and had limited capacities in relation to other schools. Put another way, Blacks, in effect, experienced *de facto* educational segregation.

Not all minority students live in poverty and even schools in poor areas may graduate students who are very capable of attending and succeeding in college. But the fact remains that even though minority groups have made modest socioeconomic gains in the past three decades, Blacks and Mexican Americans still have an over-representation of poor in comparison to their Anglo counterparts. Moreover, colleges and universities must re-evaluate the kind of criteria they employ in the admission's process if they are to recruit and retain more Black and Chicano students.

Cultural Socialization

The Black and Hispanic family ideally serve to both raise and emotionally protect children while they are at home. The process of childhood socialization within racial-ethnic families, however, is as diverse as their language and cultural origins, socioeconomic settings and the level of acculturation or immigrant generational status. African American families are heterogeneous in terms of kinship structure, social values, lifestyle, and social class (McAdoo, 1990; Wilson, 1983). The Hispanic family is culturally as well as structurally diverse incorporating Mexican American, Cuban, Puerto Rican, and other Spanish speaking groups. Much of the empirical research on Blacks and Mexican Americans has focused on the poor.

In 1995, 31 percent of African American and 25 percent of Hispanic-origin families were poor in the U.S. In Texas, 66.4 percent of those in poverty were racial-ethnic minorities (Murdock *et al.* in Part III). Within these families, the child is expected to develop in ways that conform to the social expectations and prescribed psychological perspectives of their ethnic and socioeconomic group.

There is an integral relationship between the socialization process and the child's language and culture (Piatt, 1993). Language is the symbolic system through which meaning is interpreted, culture is internalized, and self-concept is developed. Whorf and Sapir, (1941) propose that each language constitute a distinct social world and cultural reality. The significance of language development and its functional use in promoting the educational achievement of the child is of primary importance.

Culturally relevant socialization processes and forms of communication must be recognized and validated through established educational channels in order to succeed in the intellectual development and education of ethnic minorities. Language minority programs, including bilingual education and English as a Second Language (ESL) are prerequisites for a significant number of children raised in ethnic minority families.

Among both Blacks and Hispanics, the family is an important social support system. The extended family continues to serve a variety of functions, particularly among the lower socioeconomic groups. The stereotypes that abound for racial-ethnic families are associated with their socioeconomic status rather than their cultural groups. For racial-ethnic minorities, changes in the family structure have occurred in response to basic changes in the broader social and cultural environment (Williams, 1990; Billingsly, 1992).

The educational system is the first mainstream institution an ethnic child, in one sense, has to face alone. That encounter will make a significant impact on the outlook and position of an ethnic child in U.S. society. The educational experiences of minority children have relatively fewer successful results when compared to those of white children. The high rate of public school dropouts; the low scores of standardized tests; the high levels of unemployment; and, the lower proportionate incomes at all educational levels of ethnic minorities are evidence of the failure of this experience. Structural racism and negative experiences in the American educational system have produced proportionately lower numbers of high school and college graduates relative to the Anglo majority in the nation's labor force.

This proportionate figure reflecting the level of education of ethnic minorities in the economic system is considerable in the State of Texas. Projected figures indicate an increase in their labor market involvement throughout the State in the coming years. **A relevant and quality education for ethnic minorities must become a priority if Texas is to fully realize its economic potential through its human resources.**

Many minority children carry extensive responsibilities in their families and play complex roles within their communities. If these duties and responsibilities are recognized, this knowledge can be used to develop entrance criteria and design appropriate plans for their recruitment and retention.

Included among these roles and responsibilities are early employment to support and meet the economic needs of the family and, more specifically, of one's own self; sibling, extended family, or one's own child care responsibilities; language interpreter particularly for older adults or family members interacting with bureaucratic agencies in the community; and, volunteer leaders in various community agencies and institutions including the church and social welfare programs. They have adult care responsibilities especially for grandparents or older relatives with whom the child may actually live; and serve as mature mediators responsible for developing strong interpersonal skills to relate successfully to a large number of young and older people in the family and within the larger community.

All these activities demonstrate leadership abilities, transcultural skills, community involvement, and economic responsibility. These are all traits that should translate into important attributes for formal educational training and development if they are simply viewed as assets and not interpreted as disadvantages or personal liabilities in educational advancement.

Within poor families, children are expected to assume their own financial support when pursuing their higher educational goals and aspirations more so than their white age cohorts. As previously noted, they may also be expected to contribute to the economic survival of their families or they may have their own families of procreation and must provide for them as well. Financial aid, work-study programs and scholarship funds are of critical importance in the education of Hispanics and Blacks. The issue is not whether education is valued but whether it can be afforded for a prolonged period of time.

The significance of the family in the life of the individual points to the need to involve this relatively large group in the education of the child. Higher education should be approached as a mutual achievement of the entire group and viewed as a source of pride for the entire family. As a result, adult socialization and effective communication with parents and the community to the structure and functions of higher education must become a priority for colleges and universities as it has become for some public school educators.

Hispanic children at very young ages are taught to interact respectfully with a large number of people in their social environment. African American family members "visit and contact one another frequently and emphasize special family occasions and rituals" (see Jackson, 1991). In order to negotiate a wide range of age, sex, and occupational boundaries, children develop complex skills in building social relationships. They learn to cooperate and demonstrate a high degree of responsibility.

They tend to have early experiences in meeting and interacting with a variety of people within their neighborhoods. They quickly learn to be astute in political relations and personal sensitivities. They understand the need to get along and be liked by those which whom they must interact in their communities. The use of interpersonal skills and shared responsibilities should be the foundation of educational approaches for Latino and Black children.

Racial-ethnic families face tremendous obstacles in obtaining a good quality of life and economic security for their young and old. Across the nation, "Black unemployment rates are twice as high as those of whites and the median income of families is about half of that of whites" (Benokraitis, 1996: 354). Latinos median family incomes ($22,886) are only slightly higher than in African American households ($19,532 in 1994). Approximately 47 percent of African American and 30 percent of Hispanic origin children lived in female-headed households in the U.S. (Benokraitis, 1996). These economic insecurities seriously jeopardize the educational achievement of racial-ethnic children and adults.

Minority families are characterized by a tremendous amount of strength and resiliency. Confronting the burdens of prejudice, discrimination, stereotyping, and structural racism in social institutions — are everyday experiences for many racial-ethnic families. Parents must teach their children not only basic survival skills for living in a hostile environment but also perform all the duties and responsibilities of being good parents (Benokraitis, 1996: 374). The family support system among the poor, racial and ethnic heritage pride and knowledge of their own history are all sources of minority group resiliency. Educators should focus on the diversity of ethnic minority families and identify those factors which have led to their survival and success in U.S. society. (For a good review of the literature on the strength of black families, see Littlejohn-Blake and Darling, 1993.)

The history of minority groups in the U.S. entails continuous responses to discrimination and oppression. The civil rights movement emphasized equality and it opened the door for Blacks and other minority groups to become politically active in pursuing an improved quality of life for their citizens (Montejano, 1987). In Texas, as throughout the country, the struggle has centered on educational and political rights. As part of that struggle, important groups and associations have been formed to defend the hard-won rights of minorities and to push for greater achievements. A number of these organizations have found their way onto college and university campuses such as the National Association for the Advancement of Colored People (NAACP), the League of United Latin American Citizens (LULAC) and the Texas Association of Chicanos in Higher Education (TACHE). These organizations have used educational issues to mobilize their communities. These self-help associations and educational ethnic studies centers should be fully funded to provide necessary support groups, promote the psychological self-esteem of minority students, and sustain active linkages between community leaders and minority students on campuses. (For further reading see Katznelson and Weir, 1985; De Leon, 1993; Chavez, 1984.)

The continued existence of prejudice and discrimination is evident today even in many institutions of higher education. Benokraitis reports that "one out of five African American students report some form of racial harassment and over the past five years racist episodes have been reported at more than 300 colleges and universities" (Benokraitis, 1996:374).

A plethora of research on inner-city schools (see for example, U.S. Department of Education, Condition of Education 1994, 1995, and 1996) report that minority (a) students have less access to college preparatory classes than majority group students; (b) are more likely to be taught in science and math, and to a lesser extent in English classes by a teacher who majored or even minored in the subject, or is certified to teach that subject, and (c) did not learn about how to get into college until two or more years after their majority group counterparts. The disadvantages in the education system make minority students less likely to be prepared to succeed in college and less likely to be able to compete with the dominant group on a level playing field when in college.

Life Experiences and Disadvantaged Socioeconomic Profiles

The socioeconomic setting and structure of the family largely determine the child's lifestyle and life chances. The literature abounds with the effects of centuries of neglect and oppression that characterize the socioeconomic conditions and, specifically, the educational profiles of ethnic minorities in the U.S. In Texas, FIGURES 1-40 in Part III of this report clearly demonstrate the level of poverty and other socioeconomic deficiencies and educational obstacles that characterize the racial-ethnic population within the State comptroller's economic regions.

The level of socioeconomic disadvantage is highly correlated with proportionately higher racial-ethnic population areas in Texas. Such risk factors as low parental educational attainment, limited English proficiency and English language skills are all characteristic of the State's racial-ethnic minorities. The percentage of students who required remediation in one or more subjects in 1994-95 is significantly higher in south Texas and the Gulf Coast where the majority of Mexican Americans reside.

Low rates of high school graduation for persons over 25 years of age, low levels of adult literacy, few educational resources in the home, and family size factors have been found to be associated with low levels of education. There are proportionately fewer racial-ethnic parents who are able to provide anticipatory socialization for higher education or steer children toward the route of technical and professional employment that requires college and university degrees.

The tremendous diversity that characterizes racial-ethnic families should not be forgotten. Not all minorities live in poverty or can be considered as disadvantaged. Yet at all economic levels, minorities continue to be proportionately under represented at higher levels of education.

Minorities and Their Reception on Campus

While socioeconomic and other quality of life factors are significant variables in the educational profiles of racial-ethnic minorities, the quality of public school education and receptiveness of colleges and universities to welcome them on campus represents another set of barriers to the educational achievement of minority groups. Historically segregated schools, limited educational facilities and technological resources, culturally uninformed educators, and few minority faculty and administrative mentors and role models are among the most restraining experiences of minorities attempting to acquire a quality education to prepare them for college careers (see Carter, 1970; Carter and Segura, 1979).

Public school education has confronted minorities with educational tracking, special education classes for the 8 hour retardate, and the politicization of bilingual education. Other obstacles include an over reliance on culturally biased standardized tests, a failure to assess their level of practical intelligence, and a reluctance to thoroughly prepare minority students for college entrance exams.

The college campus has yet to demonstrate a ready environment for minorities. Multiculturalism and diversity are not causes for celebration. Foreign language instruction is not well funded and spoken Spanish as well as other languages continue to meet with suspicion.

Hispanic serving institutions and historically Black colleges and universities do not fare well with legislative budget boards and in funding cycles. The recent court battles fought by the Mexican American Legal and Educational Fund (MALDEF) to challenge public school funding for the (San Antonio) Edgewood Independent School District and the suit in behalf of border institutions of higher education are further evidence of the relatively low priority given to the quality of education of racial-ethnic minorities in Texas.

College and university faculty, professional staff, and high ranking administrators, the true gatekeepers of higher education, must come to terms with the ethnic demographic changes taking place on an increasing number of campuses. Instructional approaches, course curriculum, and support services are often designed without including the specific needs of minority students. Faculty and professional development rarely focuses on multiculturalism, diverse learning styles, and other minority centered issues. The transculturation of faculty, administrators, and staff is a critical and imminent need (Torres Raines, 1995).

Experiences and encounters with inferior public schools, low levels of expectations, often hostile learning environments, and culturally insensitive faculty will continue to take their toll on an increasing number of racial-ethnic minority students. The impact of these factors must be recognized at each stage of the educational process toward the completion of academic degrees. Specific issues that characterize the qualitative experiences of minority groups are most relevant at the particular phases of recruitment, admission, retention, graduation, and employment follow-up. The next analytical perspective to be discussed incorporates the most significant concerns at each of these steps in the process of achieving a higher education.

The Special Case of Non-Traditional Students

Colleges and universities must began to devote special attention to the recruitment and retention of non-traditional minority students. Two-year colleges have given this potential group of students far more attention than four-year colleges and universities. However, if four-year college degrees are to become a reality for minority students, then four-year colleges and universities must tailor their educational programs in order to provide opportunities for these kinds of students.

Although there are neither sufficient data nor a true operational definition for non-traditional minority students, it is evident that the recruitment and retention of these students into higher education entails a different process from those who are more typical high school graduates. How to reach out to non-traditional students poses a challenge for many colleges and universities. Inasmuch as many students have not been provided sufficient knowledge about how to cope with college entrance requirements in high school, non-traditional students may need community-based programs that will assist them in the application process (*e.g.* fill out complex forms, learn the implications of deadlines, *etc.*). We can realistically assume that at least some of these non-traditional minority students will have extensive work experiences that should be credited toward their admission into academic disciplinary fields and not necessarily into special or alternative degree programs. They may also have a track record of leadership in their communities that is relevant to their future success in the college setting.

Scores on standardized tests are not adequate criteria for college entry and are even less meaningful when evaluating the potential success of non-traditional students to complete degree program. The non-traditional student may have forgotten some of the cognitive skills that are measured by standardized tests because of an extended absence from school (Fisher, *et al.*, 1996).

Although a number of non-traditional students may be highly motivated to succeed in college, they encounter a unique set of difficulties. A number of these students undoubtedly have families of their own. Because of their social obligations, they need to be provided with adequate financial support to permit them to remain in school without jeopardizing their families' income. Minority women, a growing sector of the student population seeking higher education, need support with child care facilities and other family centered programs and services.

Racial-ethnic minority students often find it necessary to withdraw from school at specific points in time for a number of reasons. Academic failure, financial problems, the demands of family, and the stress of racism may all contribute to their departure. The dynamic of this exit and re-entry process have not been studied. These students, however, will need assistance when they are to re-enter higher education; which many do after a time. Minority students are more likely to have jobs in which their employers are inflexible in accommodating work schedules to meet course schedules than are majority group students.

This is in part due to the higher participation rate of minority students (and women) in the secondary labor market.

Also, if non-traditional students are to complete a four-year college degree, colleges and universities must design specific academic programs for them. Non-traditional students may be able to attend college only after regular working hours, on weekends, or over condensed tracts of time. Some colleges and universities have created certificate and licensing programs to meet the needs of occupational groups such as teachers and persons in the criminal justice system. These programs need to be expanded to cover non-traditional minority students.

Sociocultural and Economic Considerations Relevant to Completing the Process of Achieving Higher Education for Racial-Ethnic Minorities

Factors Associated with the Recruitment of Minority Students by Colleges and Universities

Recruiting minority students into higher education requires a holistic approach. It is not sufficient to concentrate on the individual student. Colleges and universities must take account of the larger community resources and family setting in which the minority students live and work. When recruiting minority students for college, attention must be given to a wide-range of sociocultural and economic factors that are relevant at this particular starting place of the educational process. Such factors include parental involvement and socialization, community development and outreach, public school teacher involvement and reward, raising aspirations, and considerable technical assistance to fulfill bureaucratic requirements for entry in the higher educational system.

The families of potential students need to be informed of the process by which one applies for entrance into college as well as the demands and requirements of the college experience. Many minority parents have come to understand the importance of a high school diploma but have not been provided with the knowledge of how to assist their children in attaining a college degree. Many minority parents do not have formal college education and, thus, cannot inform their children of how to apply for college entrance. Parents are often unable to provide their children with socialization experiences pertaining to the expectations or requirements of college life. They lack first-hand knowledge of how colleges and universities function and what colleges and universities expect from students each semester of their academic life. By specifically designing parental involvement efforts to learn about and master the entry process into higher education educators can reasonably expect to increase the number of minority students who attend colleges and universities.

If colleges and universities are to successfully recruit ethnic minority students, administrators and faculty must provide parents of potential students the opportunity to become familiar with the educational system. There is a tendency to stereotype ethnic minorities, particularly the parents, as lacking interest in education. Typically, parents have been criticized for their lack of involvement in their children's education. What is truly lacking is information concerning the process.

Recent data indicate the strong endorsement and emotional commitment of Blacks and Mexican Americans to education (Belle and Ward, 1994; Segura, 1993; Hurtado, *et al.*, 1995; Staples, 1994; Young, 1994). Again, most of the struggle of minority groups has centered on educational rights issues. This history reminds us of the interest that minorities have traditionally placed on higher education and their desire for children to be successful in attaining a good education. We must recognize the limited knowledge that many minority families have about organizational structures, (*e.g.* the educational structure of public schools, colleges and universities.)

This lack of knowledge, however, varies by socioeconomic status among racial-ethnic minorities. For example, members of the middle and privileged classes have attained knowledge about the structures of higher education as a result of their own educational achievement. The working class and the poor lack basic knowledge about the most elementary structures of higher education. But all class groupings have important questions regarding, for instance, such enabling factors as financial aid and scholarship funds to realize college entry and retention.

Parental involvement in higher education is extremely important because it is the parents who will undoubtedly make the final decision on whether their children will be able to go to college. Thus, parents must be provided with information about the educational system and the benefits it has to offer in order for them to realize the opportunities available for their children.

Some of this information may seem obvious to educators who may not fully understand that there are members of various minority groups who have never attended college and do not understand how the educational system works. These persons must be reminded that many of our high school students today will be first-generation college students and they lack role models to emulate in their family history.

Recruitment efforts are highly correlated with successful outreach programs that promote community development and involve community leaders. High schools, college and universities must reach out to minority communities with adequate information to assist potential minority students to gain admission into programs of higher education. A knowledge of the advantages and opportunities afforded through a college education need to be disseminated through culturally relevant mass media as well as through numerous racial and ethnic voluntary associations and organizations within minority communities. These groups can be used to help plan effective recruitment campaigns and a variety of other culturally relevant organized efforts. The school should not be the only source for knowledge about the importance of higher education and how to secure admission to college.

Outreach programs targeting racial-ethnic families and communities must be introduced at the middle-school, high school, community college and university levels. Ideally, these programs should be designed to reach children at the elementary level before they began to experience difficulties in school and elect to drop-out or are pushed-out of public schools at an early age.

In addition, some of the outreach programs should be conducted in both English and Spanish. Some parents, for example, Mexican Americans, may lack English language skills and they are unable to communicate with teachers and counselors. Some of these parents may have very limited interaction with school officials because of their predominant use of Spanish.

The strategy of targeting minority students at early ages as well as their parents should have the effect of raising expectations for completing a high school education and building aspirations to pursue a college degree. Ultimately, recruitment efforts are about economically developing a community by selling higher education to people, setting higher educational goals, and helping to realize a dream in the lives of many racial-ethnic minorities.

Public school teachers at the elementary, middle, and high school levels at particularly high racial-ethnic enrollment schools must be strongly encouraged and equally rewarded for teaching and designing programs to help minority students realize the importance of graduating from high school, in particular, and of achieving a higher education. Teachers must convey practical knowledge to students regarding the advantages and routes for admission into the State's colleges and universities. They must also realistically inform minority students about the specific demands that colleges and universities require for graduation and employment in specific professional and technical fields. Field trips and appropriate information on career options should be a priority in the education of racial-ethnic minority children.

Another central issue in recruitment efforts is the need to help minority parents and students to fulfill bureaucratic requirements. These include meeting deadlines, completing complicated forms and financial reports, determining the best institutions to apply for entry, and helping children construct personal statements pertaining to goals and aspirations.

The working class and the poor often lack knowledge about how to go about seeking the right college for their children, how to apply, and how to fill out complex forms as well as how to write personal biographies and goal-oriented statements. Furthermore, the public high schools in which many minorities attend are fraught with so many discipline problems and problems associated with campus disorganization that counselors do not provide the college-bound students with the needed assistance in finding and applying to colleges. The slack created by the absence of parental assistance in college preparation is not attended to by the schools. The caseloads of the counselors precludes them from attending to anything but the most severe disciplinary problems. Recruitment programs should offer resources to help minorities overcome technical constraints in efforts to attend colleges and universities.

Factors Associated with Admission Requirements Facing Minority Students

Financial resources are essential to enable racial-ethnic minorities in Texas who are heavily over represented at poverty and low-income statuses to achieve a higher education at the undergraduate and graduate level. Other attendance related issues beyond the primary economic barrier include the use of standardized tests, the absence of practical intelligence measures, the significance of a high grade point average (GPA), and creativity and leadership potential evident in the cultural capital of minority students.

The overwhelming majority of cultural minority families do not have the income to support their children through higher education degree programs. A number of minority students are married and have young children of their own who are financially dependent on them as well as other dependents is a reality of life. In spite of the work experience, part-time or full-time employment, and, often, multiple employment, financial assistance is critical if economically disadvantaged minority students are to have a viable opportunity to attend colleges and universities. Financial aid, merit scholarships, particularly, those targeting historically disadvantaged groups, work-study and other campus employment, income-maintenance social welfare programs and services, and paid private and public placements and internships must be accessible to fulfill the economic needs of an increasing number of number of potential college and university minority students. **Securing financial support has become the most significant variable for attending institutions of higher education in Texas; particularly as a result of the current *Hopwood* decision.**

Also important is the issue of requiring relatively high scores on standardized entrance exams. There has been a long-standing debate about the place of standardized testing in the United States. Almost everyone agrees that the test scores of Blacks and Hispanics are generally lower than those of Anglos (see Fischer *et al.*, 1996; Hacker, 1996; Sternberg, 1996; see especially the report by Seaton and Dworkin in the Appendix of this report). However, such test scores must be placed in a larger social, cultural, and economic context. Evidence shows that natural test scores vary by ethnic grouping but more significantly by income. There are a number of other controversial findings and implications relating to the use and interpretation of standardized assessments for measuring intelligence and gaining admission in educational institutions.

Standardized tests must be examined both quantitatively and qualitatively. Such issues as their intimidation power over minorities who are aware of the probabilities of failure for their racial-ethnic group and the economic obstacle of having to pay to repeat the test time and time again must be recognized.

Murdock *et al.* in Part III of this report provide detailed data about the pattern of test scores in Texas. They demonstrate that the test scores (ACT/SAT) for Blacks and Hispanics decrease as parental household income levels decrease. However, at every income level the percent of Anglo scoring in the higher categories is substantially higher than the scores of Black and Hispanic students. They conclude that the ethnic effect is not merely a function of income because race/ethnicity differences remain at all income levels.

How should standardized tests be interpreted and used in higher education? One group of persons assumes that the test scores reflect the innate intelligence of individuals in different groups. However, this line of reasoning assumes that minority groups such as Blacks and Hispanics, taken as a whole, lack the innate intelligence of Anglos. Such a conclusion is biased and unacceptable for a number of reasons supported by empirical research (see Sternberg, 1996).

There is the question of what is intelligence. Experts disagree about the meaning of intelligence. One important distinction has been drawn by Richard Wagner (1996). He distinguishes between practical intelligence and academic intelligence.

Practical intelligence frequently involves situations which are ill-defined. For example, how managers evaluate the performance of their employees can prove to be a difficult task. In some instances the assessment criteria may be well defined, but in others these criteria are vague. In the latter situation, practical judgment is more important. Such practical knowledge is often not acquired within the classroom setting.

Another illustration of practical intelligence involves the ability of persons to interact with others, especially with persons who are considerably different from one another. This kind of practical knowledge is essential if one is to succeed in almost all life situations in a complex society such as the U. S. However, most standardized tests (*e.g.*, ACT or SAT) used for entry into higher education do not test this kind of intelligence. Practical knowledge is essential to succeed in most professional and technical occupations.

Students can learn to take standardized tests. There is a large body of data which indicate that persons can learn to take these tests and do improve their scores. There is a "Flynn effect" which is recognized in test-taking. It is named after the psychologist who discovered that test scores have increased over a number of years in the United States as in other countries (Sternberg, 1996). That tests scores have become higher over time strongly supports the view that students are capable of learning how to increase their test scores. Minority students can be taught to increase their test scores.

The educational cycle offered to young people can make a great deal of difference in their test scores by examining the way in which students learn mathematics. Evidence indicates that students from poor backgrounds begin to catch up with students from more economically advantaged background during the school year; however, these gains are lost during the summer vacation period. Staying in school longer seems to make a considerable difference for poor students (in contrast to higher socioeconomic students) especially with respect to their math scores (see Fischer *et al.*, 1996).

That test scores can be considerably improved by the school setting has been demonstrated in still other ways. The existence of the U.S. Military Academy Preparatory School, or a "Prep School," is an informative case in point (Moskos and Butler, 1996). This preparatory experience is regarded as the fifth year of high school for those who aspire to go to West Point and who have reasonably high scores on the SAT but not high enough for immediate entrance. The available data indicate that these students, in general, increase their scores during that extended year, and many are then admitted to West Point. Such preparatory experiences are not viewed as remedial education for these students with high aspirations to enter a prestigious institution and acquire a quality education.

In light of the these data, it is no surprise that some school districts afford students the opportunity to practice before they take the tests that count for college admission. Those students who are able to take those practice tests seem to have a greater opportunity of gaining admittance into college.

The Murdock *et al.* findings indicate that those students whose parents have more formal education score higher on standardized tests than do students whose parents have less education. The ability to read, write and to speak standard English is not only learned in the classroom but also at home from parents who have been educated in accordance with the skills that most standardized tests actually measure.

There are still other dimensions of reality relative to standardized testing that should be considered in interpreting racial-ethnic students scores. Some data suggest that public schools seek to increase their test scores through a process called "dumping." Students are routed into special education classes and in the State of Texas these students are not required to take standardized tests (see Brooks and South, 1996). This means that particular school districts may appear to be outperforming other school districts, when in fact no adjustment is made for the kinds of students who are taking the standardized tests.

An especially serious problem is that a high proportion of students who are routed into special education classes are minorities, notably Blacks and Hispanics in Texas (U.S. Department of Education, The Conditions of Education, 1995). In effect, these students are not encouraged or trained to perform effectively on standardized tests.

In this context the research by Powell and Steelman (1996) reported in the Harvard Educational Review should be noted. The authors found that in comparing SAT scores among states it is essential to take into account the kinds of students who take the tests. In states in which the percentage of students taking SAT scores is low, SAT scores tend to be higher. In these states the higher achievers are more likely to take the tests. Moreover, these researchers found that school expenditures make a considerable difference and are highly correlated with student performance on the SAT.

The authors conclude that their analysis of interstate differences holds for intrastate differences as well. Consequently, if particular school districts in the State of Texas are able to "dump" lesser achievers into special education classes, we can expect the test scores of students who take the test in those districts to be higher in comparison to high proportionate minority school districts in the State.

There are further puzzling aspects regarding the over-reliance on standardized scores to measure success in academic activities. It has been assumed that intelligence falls into a normal curve. However, we should consider the effects of income which are frequently employed to measure success in modern society. If the capacities measured by standardized tests are innate, then we should expect that the income of different groups of people should also fall into a "normal curve." We know that income does not fall into a normal curve distribution within the U.S. population (Jacoby and Glauberman, 1995).

Minority students' creative abilities and cultural talents are not readily measured by any standardized test. These qualities can be very important for a student's success in the classroom.

Among the creative abilities that should be recognized are the skills in writing poetry, telling stories, or playing musical instruments. Having bilingual competency in a global economy should be viewed as an asset, not as a liability. These are characteristics that describe a large number of racial-ethnic minority students.

Equally significant are students' leadership skills. These may be reflected in a number of activities performed by students outside the classroom situation. A considerable number of racial-ethnic students assume the responsibility of helping to support their families by working after school hours and on weekends. Many minority young people must work to supplement the family's household income. There are still other leadership skills that should be considered. These include volunteer services in their communities, *e.g.* assisting teachers, participating in such neighborhood activities as clean-up campaigns, tutoring fellow students, and helping others to stay out of trouble.

Based on the empirical data in the research conducted by Murdock *et al.*, it is evident that Blacks and Hispanics do not have equal opportunity for academic excellence in the State of Texas. The income level and educational background of most parents and the academic preparation of minority students in public schools limit their opportunity to perform equally with respect to their Anglo counterparts. Only by gaining access to higher education can they be expected to contribute to the future economic growth in the State of Texas.

Factors Associated with Retention Programs by Colleges and Universities

It is not enough to recruit and admit minority students. Retention to graduation or post-graduate education must be the goal of academic institutions. Public schools, colleges and universities must design and institute a variety of programs and services that will ensure that minority students develop the necessary skills, are provided with role models and mentors, are taught by enlightened faculty, receive culturally relevant instruction, and maintain economic support. These are the issues that are most important when focusing on the critical issue of retention.

Preparation and skills building are highly correlated with the retention rates. Preparatory or early intervention efforts such as Head Start, Upward Bound, Talent Search, Youth Opportunities Unlimited (Y.O.U), and others are excellent avenues for socialization and academic training to assist students in developing the necessary skills to continue their education. Academic support services on campus must be developed that target the weakest areas in reading, writing, and mathematics. By all indications, the Texas legislature has not provided sufficient funds for compensatory education. An investment at this level of education may not be the most efficient expenditure; however, it is the most effective at this point in time. Until the State recognizes the extremely low level of funding for public education, all students and many minorities will have failed to receive the quality of education that permits them to enter and remain in colleges and universities in Texas.

Recent research indicates that tracking in schools effectively works and thus, it serves to the further disadvantage of minority students. Tracking does not necessarily reflect the full potential and abilities of the student. Students from a high socioeconomic status in the community are more likely to be tracked into courses for gifted students, for instance. Students' families can greatly influence the way in which their children are tracked in school (Wells and Serna, 1996).

Tracking also effects the manner in which students are taught. It is unlikely that students who are tracked into a class for slow learners will be treated with the same respect and attention by their teachers as students who are tracked into a class for fast learners. Once students are defined as slow learners, we often witness a self-fulfilling prophecy at work.

Some data suggest that tracking students into courses for students identified as slow learners (disproportionally racial and ethnic minorities) can help the school districts look good in a number of assessment criteria. By tracking students into classes on special education, for instance, some students in the State of Texas may be exempt from taking standardized tests. As a result of this the school district can improve its overall test scores within the State within a few semesters.

Detracking, or the process of moving schools toward a less rigid system of assigning students to classes and academic programs, is becoming a controversial educational reform (Wells and Serna, 1996). The various approaches to detracking minority students should be carefully followed in the research literature.

Emotional and psychological support is important in retaining minorities in school. The identification of mentors and role models for minority students must be given greater attention. Who can serve in this capacity? Minority faculty, transculturated faculty, student peers, community leaders, and college alumni should be included among this group.

There is a critical need to recruit minority faculty in Texas colleges and universities. It is important that racial-ethnic students recognize the academic achievements of their minority group. Minority faculty have overcome nearly all of the limitations that characterize the process of higher education for their ethnic group. They can be the most effective mentors and role models in the most influential setting to help students achieve their education. All that can be done to develop the minority pool of eligibles to fill academic posts in higher education should be done with all deliberate speed.

Faculty can be taught to develop a high level of cultural sensitivity and ethnic awareness at all stages of their academic careers. Faculty, professional staff, and administrators can undergo professional development through a process of acculturation that incorporates instruction and experiences in the history, language, and culture of ethnic minorities. Texas A&M University-Kingsville has institutionalized a faculty development program entitled the Transculturation Program which is a semester long. Originating from a Department of Education FIPSE grant, the program is in its eight year of operation (Torres Raines, 1995).

It encompasses a post-graduate seminar in Mexican American studies taught weekly by Chicano scholars and a two-week language and cultural immersion experience at a

Spanish language center in Mexico. The program has been very successful in impacting the structural dimensions of the University. It has been disseminated to another TAMU campus in south Texas and there are plans to further introduce the models at other campus sites. Such programs focusing on multiculturalism and its rewards should be developed on in all colleges and universities in Texas.

Students are also capable of learning from their peers. Peer mentoring programs offering renumeration and rewards should be designed on campuses through the assistance of faculty, other students, professional staff, employers, and interested community leaders. Minority and majority students should particularly be encouraged to assist fellow peers in the learning process. For example, in learning a foreign language, interaction with native speakers can greatly improve one's fluency in the language.

Higher education must be imparted in a culturally relevant fashion, utilizing as much of the racial-ethnic cultural capital that minority students possess. The Black and Mexican American cultures value cooperation over competition. They also value personal interaction and more intrinsic relations among people. As a result, small classes, cooperative learning approaches, and diverse teaching-learning styles should produce higher rates of retention of these minority students.

In these educational settings, instructors can more readily encourage individual students to build on their cultural strengths and overcome their perceived deficiencies. Minority students can benefit greatly from interacting with instructors who possess enlightened methods of instruction and present information in culturally meaningful ways.

Economic supports continue to play a significant role in retaining students from racial-ethnic groups. Again, orientation or procreation family responsibilities, employment necessities, child care issues, and housing requirements are serious concerns of minority students at higher levels of education.

It is not uncommon for a minority student to be married with children, to hold down a full-time job or two-jobs and be enrolled full-time in college in order to qualify for financial aid. Student services in all areas of need should be assessed and designed to support the continuation of the educational process toward graduation and post-graduate degrees.

Factors Associated with Graduation (Degree) Plans

Employment is a high priority for low-income groups. Professional, prestigious employment with projected high income levels should be the focus of college graduation plans, especially, for racial-ethnic minorities. A liberal education as well as the more technical fields can be effectively tied to the goal of careers and occupations. These are the factors that must be stressed to complete the process of higher education.

Minority students should be contacted early and continuously for academic advisement. Students should be encouraged to carefully establish and help monitor their degree plans for progress toward swift graduation. Education should not be presented as an idly intellectual and contemplative experience but must be interpreted as an active and economically productive process.

Academic advisement programs must be designed that connect with the sociocultural and economic reality of racial-ethnic students and their families. Whether the advisement program be computer driven (which may not be a very personal approach and, perhaps, less effective), group supervised or self overseen, the degree plan must be considered a binding contract to complete a job or a process in an efficient and effective manner. A personal file or portfolio should be developed on each student that is duplicated or accessible to the student for constant and systematic review. All office contacts with minority students should entail a careful review of their degree plans in their presence.

Factors Associated with Career Counseling and Employment Follow-up

Career counseling and employment follow-ups are essential components of the process of higher education for racial-ethnic minorities. Minorities are concentrated in the lower rungs of the employment ladder in the nation's economy. In Texas, Black and Mexican Americans constitute very small proportions of professionals, managers, and small business owners.

Parents often do not have knowledge of alternative career patterns with which to influence their children's choice of occupations. The occupational landscape is changing so dramatically each year that jobs for the year 2000 are not clearly charted courses of action for many students today, especially, for minorities arriving on campus. Special efforts must be made to inform racial-ethnic minority students of their occupational choices. Placement office specialists or career counselors will need to address the issue of culturally relevant presentations for parents and students to explore the job market and set goals to achieve high paying and prestigious employment. The objective must be to help minorities recognize that what they should expect to realize from their education is not just another job but a long-term career that will involve the rest of their lives and that will reward them with economic security and a suitable lifestyle. A dream ultimately realized.

Career plans are best explored through academic internships or educational placements. Ideally, these experiences should be paid employment in the case of minority students. Business and industry can be challenged to provide this training through partnerships and coalitions with colleges and universities. Minority alumni are particularly useful allies in establishing these contacts.

Employment follow-up services are a final critical issue in the educational process of higher education for racial-ethnic minorities. Their increasing number in academia should be monitored to determine their level of success in the State's economy. Following-up on their professional lives will also result in building networks of human resources that can contribute to the success of greater numbers of ethnic minorities. Educational achievement is the best route for their quest for a better quality of life as contributing members of a democratic society and a growing Texas economy.

Risks and Recommendations

The State of Texas stands to lead the nation in terms of its population growth, its economic potential, and its level of racial-ethnic diversity. Murdock's most recent figures show that Texas has added more residents than any other state in the 1990s with a 12.6 percent (2.14 million people) increase which beats California, the largest state in the Union, with an increase of 7.1 percent. Texas is expected to enter the 21st century with well over 20 million people, having almost doubled its population since 1970. Its growth is attributed to 55 percent native births, 23 percent international immigration, and 22 percent from state-to-state moves. The growth rate and characteristic mix of the State's population should translate into new markets, more tax revenues, and more jobs.

There are significant risk factors, however, that could jeopardize this great potential. These risks center on the level of educational opportunities available in Texas for its total population. The public schooling and higher education of its increasingly racial-ethnic population are the keys towards realizing its full economic growth and development.

This report has identified the most serious qualitative risks that confront minorities in their efforts to achieve a quality education in state institutions. It has described an analysis based on the cultural characteristics and socioeconomic realities of life for African Americans (Blacks) and Hispanics (Mexican Americans) and proceeded to note their significance at each level of the educational process from initial recruitment efforts to admission, retention, graduation, and employment.

The implications of the two perspectives intersect, yet they should help to clarify what factors are important at each stage of the ideally seamless process of education. While there is still more empirical research necessary to determine the effects, or combined effects, of the factors cited on the educational achievement of minority groups in Texas, the variables identified have been found to be significant in a considerable number of studies cited.

The risks include a lack of knowledge of the history and culture of the two largest minorities in Texas: Blacks and Mexican Americans. While their socioeconomic profile is generally known, Part III of this report ties those demographic figures to the high risk minority student population in the State. The correlation between SES and the educational background of minority families as well as the public school experiences of minority students is significant and direct. Public schools have not provided a quality education for minorities and have not prepared them for higher education. Economic inequality has significantly influenced the level and type of education racial and ethnic groups continue to receive in Texas. Their cultural capital has been lost in a number of educational settings from public schools to colleges and universities.

This report also notes the risk indicators related to effective college recruitment, admission barriers, financial aid, standardized tests, retention skills, academic support services, faculty and campus receptiveness, mentors and role models, appropriate instructional methods, career patterns, and labor force employment profiles. The most significant risk, however, is that economic incentives in the form of minority targeted scholarships and other types of financial aid will be offered from out-of-state institutions to Texas minorities to leave the State. This will create a flight of Black and Mexican American students to more receptive out-of-state institutions of higher education jeopardizing our State's economy and creaming out our best and our brightest. All our educational resources and opportunities must be equitably distributed to reach particularly disadvantaged minorities and insure the educational advancement of our increasingly culturally diverse population. The following recommendations are proposed to help surmount the potential risks to the educational viability of racial-ethnic minority students in Texas:

1. A concerted effort must be made to improve the quality of public school education, K-12, especially focused on high proportionate minority serving institutions to retain and graduate fully prepared students who expect to attend colleges and universities in Texas. Partnerships and coalitions must be formed with a broad range of leaders, educators, and the corporate sector all of which have a vested interest in educational excellence.
2. The history and culture of racial-ethnic students should be recognized and acknowledged in all efforts to prepare them for educational advancement. The result of these efforts should validate and elevate their self-esteem which in turn should foster confidence in their own abilities to learn and achieve in higher levels of education. Faculty development and transculturation activities for all campus staff and administrators must be prioritized to produce better prepared educators in the classroom and throughout the educational system.
3. The family, the leadership structure, and the entire African American and Mexican American community must be involved in the education of minority students. Educational efforts must be viewed as personal, group, and community development activities to improve the quality of life for the people involved. Socialization and information must be provided to both adults and younger students at early stages of the educational process. Continuous

outreach and recruitment programs must be devised to reinforce the importance of a good education.

4. Financial resources, academic support services, student advisement, and career counseling programs must be readily available to racial-ethnic minority students. All contacts with minority students should begin with a review of their personal files containing all the relevant information to sustain their connection to the college or university faculty, professional staff, and administrators.

5. Tracking procedures, unwarranted standardized tests, and other barriers and limitations particularly affecting minority students must be eliminated from the path toward educational achievement. The true measurements and effects of these perceived obstacles to the entrance and progress of minorities in the educational process must be determined. These assessment approaches and tools could be redesigned to capture more relevant abilities that correlate with educational success. Using unwarranted standardized tests as entrance criteria must be modified.

6. College preparatory courses and programmatic experiences must be designed to target minority students. The term remedial education and other adverse labels in the educational process of racial-ethnic groups should be eliminated. These programs and courses should be offered at early stages of the education process and be continued in the early stages of higher education. The courses and programs must be culturally informed and relevant to the needs of minority students.

7. Colleges, universities and their surrounding communities should foster a welcoming environment for all students, especially for minorities, many of whom are arriving as first generation college students. Offices for multicultural affairs, centers for cultural studies, and minority focused groups and associations should be encouraged to operate and be adequately funded. Racial imbalances in the educational system must be corrected across the board.

8. Economic incentives should be provided to colleges and universities as well as special incentives to community organizations and minority-based associations to promote a diverse student body which reflects the demographic trends in Texas. The needs of non-traditional

students, a large number of whom are racial-ethnic minorities, must take priority in designing instructional programs and be provided financial and academic support.

9. Colleges and universities must develop initiatives, compile strategic plans, and assess and monitor changes on their campuses to ensure cultural diversity is proceeding within a designated time-table with measurable results. Conferences and seminars should be organized to focus on the issues of diversity and generate proposals with adequate funding to implement important findings and recommendations. Such proposals as presented by Dr. David Montejano during a session hosted by Senator Gonzalo Barrientos on the *Hopwood* decision should be discussed in an effort to continue the dialogue on educational achievement for Texas minority students at all academic institutions.

10. The Texas Higher Education Coordinating Board should organize an advisory committee to include educators as well as other relevant persons to assess and monitor the recommendations made in this report.

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Part III

Part III

A Quantitative Analysis of Alternative Diversity Criteria

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Introduction

The Texas Higher Education Coordinating Board Advisory Committee on Criteria for Diversity has examined numerous demographic, economic, educational, and other characteristics of the population and students and schools in Texas in an attempt to identify criteria that if used in admission and other processes would assist in the identification of the populations in need which had previously been identified using criteria set aside in the Hopwood decision. The factors examined by the committee have included:

1. Socioeconomic status
2. First-generation college attendees
    a. Parents non-high school graduates
    b. Parents high school graduates
    c. Parents not college graduates (Bachelor's Degree)
3. Bilingual proficiency
4. Financially poor school districts
5. Low performance schools
6. Middle or high school home responsibility
7. Leadership experiences
8. High school employment experience
9. Regionality
10. Central or inner city poverty
11. Rural poverty
12. Centile ranks on SAT/ACT within income categories
13. Single-parent families
14. Non-traditional student status
15. Standardized tests

Of the above factors, ten were identified as potentially capable of being examined with secondary data available to the committee, these included:

1. Socioeconomic background, including household income and poverty and parents' level of education;
2. First-generation college status;
3. Bilingual proficiency;
4. The financial status of the student's school district;
5. The performance level of the student's school as indicated by the criteria used by the Texas Education Agency;
6. Student responsibilities including working, raising a child and similar factors;
7. Region of residence within the State of Texas;
8. Residence within rural/urban, central city/suburban areas of the State of Texas;
9. Effects of the use of alternative levels of ACT/SAT scores.
10. Student ACT/SAT rankings within socioeconomic levels;

To examine the effects of such factors, several data sets were obtained and analyzed. The data sets examined included the following:

a. 1990 Census of Population and Housing Public Use Microdata Sample data (5 percent sample);

b. Texas Education Agency PEIMS data for 1995-96 showing characteristics of students in Texas public schools and of school districts and campuses;

c. Data for 1994-95 on per student assessed value of residential property for districts from the School District Report of Property Value from the Texas State Comptroller's Office;

d. Texas Higher Education Coordinating Board data on the characteristics of students enrolled in Texas public colleges and universities, 1995-96;

e. Texas Higher Education Coordinating Board data on TASP scores for students entering public colleges and universities in Texas including remediation status of students, 1994-95;

f. Texas Higher Education Coordinating Board Financial Aid Data showing financial aid, 1995-96;

g. SAT data from the College Board for students completing the SAT in Texas during 1995-96;

h. ACT data for students completing the ACT in Texas during 1995-96.

The results of the analysis are reported in six sections. In the first section, the results of the analysis of population-based differences are examined emphasizing such socioeconomic factors as income, poverty, and levels of education. This analysis is based primarily on 1990 Census data. In the second section, school based factors are examined including student's work history, participation in bilingual and other school programs, school district wealth, and similar factors. The analysis in the second section is drawn primarily from the Texas Education Agency's PEIMS data bases with extracts having been provided by the Texas Education Agency. In the third section, differences in ACT/SAT scores and factors affecting such scores are examined. These data were provided by the firms offering the testing services. In the fourth section, we present an examination of the variables, deemed from the prior analysis, to be most promising in terms of identifying populations in need. In this section, both the number of persons and the percent of persons affected by the use of criterion variables and specific combinations of variables are examined. In the fifth section, data on the characteristics of students enrolled in higher education, on students needing remediation and on students receiving various forms of financial aid are examined. These data are derived from the Texas Higher Education Coordinating Board's Student, TASP and Financial Aid data bases. In the sixth section, a summary of findings and recommendations is provided. In each of the first three sections and Section 5, data are presented for the State as a whole and for 10 geographic regions of Texas delineated as economic regions by the Texas State Comptroller's Office and for counties categorized by metropolitan status as defined by the U.S. Office of Management and Budget in 1992. The categories derived from this definition include metropolitan central city, suburban, nonmetropolitan adjacent, and nonmetropolitan nonadjacent counties. Figure 1 presents a map showing the Comptroller's Economic Regions and Figure 2 shows counties by metropolitan status. By examining the values of a variety of factors across regions and metropolitan status types, it is possible to obtain an indication of the importance of geographic location in differentiating different types of students. Throughout this discussion and presentation, emphasis is placed on the descriptive results of the analysis.

Section 1--Socioeconomic Characteristics of Populations in Texas in 1990

Tables 1-4 provide data derived from the 1990 Census Public Use Microdata Sample on demographic and socioeconomic characteristics of a selected part of the Texas population in 1990 for the State as a whole and for counties grouped by metropolitan status and economic region. A majority of the data presented in this section are for a specific segment of the Texas population. This population segment consists of persons under 25 years of age living in family households with at least one parent present in the household. This population is used because it is the population most likely to contain current and future college students. There are two tables for each set of areas, one showing the percentages within a type of area (Tables 1 and 3) and a second showing the percentages of state cases across areas (Tables 2 and 4 and Figures 3-15).

The data in Table 1 for the State of Texas as a whole indicate that 66.4 percent of those in poverty in 1990 were minority (non-Anglo) group members and nearly 72 percent of those less than 25 years of age in poverty were minority group members. Nearly 74 percent of minorities less than 25 years of age in a household with a householder without a college degree were in poverty in 1990. The data also show that 87.4 percent of those not speaking English at home who are less than 25 years of age are minority. The data indicate that about 55 percent of all single-parent households have a minority householder and that 64 percent of the population less than 25 years of age living in single-parent households are members of a household with a minority householder. Finally, the data in the table verify the low income levels of single-parent households, particularly those with a minority householder. The remaining data in Table 1 and in Table 2 show that between 70 and 80 percent of minorities in poverty or not speaking English at home, or in single-parent households live in central city counties. The data in Tables 3 and 4 suggest that the South Texas region has disproportionate numbers of minorities in poverty and with language and other characteristics compared to its population base. There are also substantial proportions of disadvantaged populations in the West Texas and the Upper Rio Grande regions.

Summary of Analysis in Section 1

When viewed from the standpoint of ensuring the inclusion of minority populations in need, the data in these four tables suggest that the use of poverty or income criteria would likely lead to the inclusion of large numbers of minorities and that the use of these criteria would be accentuated by the use of single-parent household, language and parental college-education criteria. These latter three factors appear to only slightly increase the proportions of minorities included however. Finally, the data in this section suggest that the use of residence in metropolitan central city counties or residence in the South Texas region, and to a lesser extent the West Texas and Upper Rio Grande regions, would likely accentuate the involvement of minority populations in need.

Section 2--Texas Elementary and Secondary Students and Schools

In this section, the characteristics of students in Texas elementary and secondary schools are examined as a means of discerning the differences in students by key characteristics. Selected characteristics of students are first examined followed by characteristics of the schools which students attend. The data in this section are for Texas students and schools during the 1995-96 school year and were provided by the Texas Education Agency.

Characteristics of Students in Texas Schools

Tables 5-8 and Figures 16-33 show data on several important criteria discussed by the committee. These criteria include the characteristics of disadvantaged students and students on free or reduced lunch, and language usage and proficiency criteria. As with the data in Section 1, the data in these tables show information by race/ethnicity status of the students within areal categories (Tables 5 and 7) and across areal categories (Tables 6 and 8).

The data in Table 5 show that of the more than 3.7 million students enrolled in Texas schools in 1995-96, 46.4 percent were Anglo, 14.3 percent were Black, 36.7 percent were Hispanic, and 2.6 percent were from the Other racial/ethnic group. Of the students who were disadvantaged, 58.0 percent were Hispanic and 19.3 percent were Black but only 20.9 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Similarly, 57.5 percent of those on free and reduced lunch were Hispanic and 19.6 percent were Black while only 21.1 percent were Anglo and 1.8 percent were from the Other racial/ethnic group. Among Bilingual, Limited English Proficiency and English as a Second Language students more than 85 percent were Hispanic. Thus, it is evident that minority students are disproportionately represented among the disadvantaged and those using a language other than English.

The data in Table 6 show that although 66.5 percent of all students enrolled in Texas schools are from central city counties, 76.9 percent of

Black, 76.8 percent of Hispanic, and 78.6 percent of Other students live in central city counties while only 54.4 percent of Anglos live in central city counties. When disadvantaged status, free or reduced lunch and language factors are examined, the proportions in central cities among all racial/ethnic groups largely reflect those for the population of students.

Tables 7 and 8 present the same information as shown in Tables 5 and 6 except the data are arrayed by economic region of the State. The data in Table 7 suggest that the patterns identified for the State in Table 5 are relatively pervasive across the regions of the State. The data in Table 8 reenforce those noted in Section 1 in that they show that disproportionate numbers of economically disadvantaged and students receiving free or reduced lunch are from South Texas, West Texas and the Upper Rio Grande regions.

The data in Tables 9-12 show yet additional data on the proportion of students with given criteria characteristics. The data in Table 9 indicate that minority students account for 76.5 percent of single-parent students, 49.7 percent of students in vocational education and 68.7 percent of dropouts in 1995-96. On the other hand, only 36.7 percent of the students placed in gifted and talented programs were minority students. Although these patterns vary with the characteristics of the student populations in the metropolitan status types, they nevertheless show (the remaining sections of Table 9 and Table 10) disproportionately (to student populations) high proportions of minority students who are single-parents and dropouts and disproportionately low proportions of minority students in gifted and talented programs in all categories of areas.

The data in Table 11 suggest that the patterns noted for the State and counties grouped by metropolitan status are pervasive across Texas. In all regions, the percentage of single-parent students and of dropouts is disproportionately high for minority students and the proportion of minority students selected for gifted and talented programs is disproportionately low.

Vocational programs more nearly reflect the proportions of students from each ethnic group.

The data in Table 12 provide information on the distribution of students across regions of Texas. These data show disproportionate numbers of single-parent students in South Texas, East Texas, West Texas, and the High Plains. The proportion in South Texas is particularly startling in that although the region had 20.6 percent of the State's students it had 38.0 percent of all single-parent students in 1995-96. Patterns for other factors tend to be more proportionately distributed across the regions of the State.

Tables 13 and 14 provide information on reasons for dropping out of school. Although the reasons for dropping out are unknown for many of those who have dropped out, it is evident that many minorities dropout either because of life situations that make continuance difficult or due to the fact that academic progress becomes problematic. For example, among Hispanics, it is obvious that they are disproportionately represented among those who dropout to pursue a job, due to pregnancy, marriage, language problems, and age limitations. Among Blacks, disproportionate numbers dropout to join the military, pursue a GED or other alternative education program, due to alcohol or drug problems, and a variety of academic problems including low TAAS scores, poor attendance, expulsion, and age limitations. These patterns are pervasive across areas aggregated by metropolitan status and economic region of the State.

Tables 15 and 16 provide information on another key student characteristic, the percentage of students by race/ethnicity and area who pass the TAAS test. The data in these tables show a consistent pattern across regions. For reading, for example, the percentage passing in the early grades is highest for Anglo and Other students, next highest for Hispanic students and lowest for Black students. By the 10th grade, however, whereas the percentage passing increases for most groups, it declines for Hispanics and

Others. For math, the starting differentials by ethnic group are similar to those for reading but there are declines in the proportion passing for all groups and very marked declines for Black and Hispanic students. Finally, for writing, the same initial patterns of differences are evident but scores for Hispanics are more likely to fall as the grade increases while scores for other groups remain relatively stable or increase. In sum, it appears that the differentials in scores by ethnicity are pervasive across regions and show similar patterns of change across geographic areas of the State.

Characteristics of Texas Schools

In this subsection, the characteristics of school districts and campuses in Texas relative to ethnic, geographical location and other characteristics are examined. The performance ratings of campuses by area and the per student assessed value of residential property by district are examined first followed by an examination of the characteristics of teachers.

Tables 17 and 18 provide information on the performance ratings of campuses in the State in 1995-96. These data reveal relatively few differences among areas in terms of schools with difficulties because of the low proportion of campuses (only 112 out of 6,643) that were rated as low performing. On the other hand, when the category of "recognized" is examined, it is obvious that the proportion of such schools is lowest in central city areas and in the South, West and Upper Rio Grande regions of the State.

The data in Tables 19 and 20 on total residential property value per student in the State show that whereas Anglos and students from Other racial/ethnic groups are disproportionately in more wealthy school districts, with nearly 21 percent of Anglos and nearly 31 percent of Other students being in districts with assessed values of $130,000 or more per student compared to about 11 percent of Black and 8 percent of Hispanic students. On the other hand, Hispanic students are concentrated in the poorest districts with 35 percent of Hispanic students compared to no more than 12 percent in any other group being in school districts with assessed values of less than $50,000 per student. These data also demonstrate the vast differences in values by area. For example, it is evident that nonmetropolitan schools are particularly poor with less than 10 percent of such schools being in the two upper categories of value per student. With the exception of suburban areas, however, the pattern of Hispanic students being concentrated in low wealth districts is pervasive across all areal groupings.

The final tables in this section, Tables 21-25, show characteristics of teaching and other personnel in Texas schools. The data in Tables 21 and 22 show that in all areas the ethnic characteristics of teachers and other staff do not reflect those of the population of students. Thus whereas 46.4 percent of students are Anglo, 14.3 percent are Black, 36.7 percent are Hispanic, and 2.6 percent are from Other racial/ethnic groups, 76.1 percent of teachers are Anglo, while 8.1 percent are Black, 15.0 percent Hispanic, and 0.8 percent are from Other racial/ethnic groups. Clearly, larger proportions of teachers in central cities and in some regions of the State, such as South Texas, are from minority backgrounds, but even in such areas the proportion of minority teachers is not proportionate to the populations of minority students.

The data in Tables 23 and 24 show that experience levels for teachers are quite similar across areas of the State and across racial/ethnic groups. Although there is variation across areas, such variation does not appear to be systematic by area or racial/ethnic group of the teacher. Finally, in Table 25, the level of teacher experience by the subject matter taught are examined for teachers at the State level. The data in this table suggest relative equality in the salaries of teachers across racial/ethnic groups with experience apparently being the key determinant of salary level.

Summary of Analysis in Section 2

Overall, the data in this section suggest that disadvantaged students and students receiving free or reduced lunch are disproportionately minority and that students in poor school districts and in language-related programs are disproportionately Hispanic. Teachers' characteristics do not suggest that the differences in districts are due to experience differences among teachers in different areas. Although there is again evidence of a concentration of poor students and poor schools in central cities and in the South, West and Upper Rio Grande regions, the data in this section generally suggest that the characteristics of students relative to the factors examined are a function of socioeconomic differences in access and opportunity.

Section 3--Implications of the Use of ACT/SAT Test Scores

In this section, differentials in ACT/SAT scores are examined. The purpose of this section is to examine the likely effects of such scores on student admission and other processes under alternative sets of conditions. Specifically, the differentials in ACT/SAT scores by race/ethnicity are examined across geographic areas of Texas to discern if there are unique geographic effects, relative to differences in parental income and education levels to determine the extent to which any ethnic differentials observed are a function of socioeconomic conditions of households of socialization, and by differentials in high school academic performance and preparation to discern whether any ethnic differentials that exist can be explained by other academic factors. Finally, the extent to which such factors can be used in conjunction with other factors to overcome any ethnic bias that may exist in such scores is examined. The scores shown are for all Texas residents who completed either the SAT or ACT in Texas in 1995-96 with the data analyzed being those obtained from the testing agencies who administer such tests. Throughout the analysis, ACT scores have been converted to SAT equivalents. Copies of the items contained in the ACT/SAT files are shown in Appendix A.

ACT/SAT by Race/Ethnicity and Geographic Area

Tables 26 through 28 and Figure 34 show ranges of ACT/SAT scores and mean and median scores by race/ethnicity of the student completing the test and their geographic area of residence in the State. The data in Table 26 point to clear ethnic differentials in scores. Thus, whereas 27.9 percent of Anglos and 28.6 percent of persons from Other racial/ethnic groups score 1141 or higher, only 6.5 percent of Blacks and 10.8 percent of Hispanics show scores in this highest category. In addition, whereas the median score for Anglos is 1030 and 1010 for Other, it is 830 for Blacks and 870 for Hispanics. Equally important, whereas less than 14 percent of Anglos and roughly 20 percent of those in the Other racial/ethnic group score at 820 or below, roughly 50 percent of Blacks and 40 percent of Hispanics score 820 or lower.

The data in Tables 27 and 28 indicate that the patterns noted in Table 26 for the State are pervasive across all areas in the State. Data in Table 27 suggest that there are differences by the metropolitan status of a student's area of residence with all students from all ethnic backgrounds residing in suburban areas scoring higher than students in other areas and with the lowest scores being among students in nonmetropolitan areas. However, in all areas scores show the same ranking of highest scores for Anglos and Others and the lowest scores for Hispanics and Blacks. Similarly, the data in Table 28 indicate that although there are differences among regions of the State, the ethnic differentials are pervasive suggesting that ethnicity is a factor in test performance.

ACT/SAT Score by Income and Educational Level of Parents

The tables in this section provide data on ACT/SAT scores within categories of parental household income and education. Tables 29 through 31 and Figures 35-37 show ACT/SAT scores within categories of parental household income and education for the State (Table 29), by metropolitan status of students' residences (Table 30) and by students' regions of residence in the State (Table 31). The data in Table 29 indicate a pattern of increased scores with higher income for all ethnic groups. However, it is also evident that at every income level the percentage of students from Anglo and Other ethnic groups scoring in the higher categories are substantially higher than among Black and Hispanic students. In fact, even in the lowest income category, more than 20 percent of Anglos and 19 percent of Others score at the level of 1141 or higher while only 4.6 percent of Blacks and 6.9 percent of Hispanics score at that level in the lowest income category. At the highest income level (more than $100,000), much higher proportions of Black and Hispanic students (22.4 and 29.7 percent respectively) score at 1141 or higher but it is only at that level that the proportions of Blacks scoring 1141 or higher comes to substantially exceed 11 percent and even at that income level the proportion of Anglos in that highest category of scores is still substantially higher (39.2 percent) than those for Blacks or Hispanics (22.4 and 29.7 percent). The data in this table suggest that there are ethnic differences in scores that are not a function of income.

The data in Tables 30 and 31 further support the fact that scores for Blacks and Hispanics generally remain lower across income categories. At the same time, however, these data suggest that scores are generally substantially lower in nonmetropolitan areas. In a majority of the economic regions of the State this pattern is also evident but it is difficult to discern the pattern at upper income levels in such regions as South and West Texas because of the small number of minority households in high income categories in such regions. In sum, although income appears to affect scores on the ACT/SAT, there remain race/ethnicity differences at all income levels.

Tables 32 through 34 show the relationship between parents' level of education and SAT score category. Data are shown only for the SAT because data on parents' levels of education are not available from the ACT. The data in these tables show, as the data did for parental income, that the parents' levels of education do affect students' scores with students with parents with higher levels of education scoring higher than those with parents with lower levels of education. The data also suggest, however, that differences in scores among ethnic groups remain at all educational levels suggesting that race/ethnicity effects are evident even at the highest educational levels. For example, as shown in Table 32, among Anglo students with a parent with a graduate level of education, 41.1 percent score 1141 or higher on the SAT while 52.2 percent of students from the Other racial/ethnic group score at this level but only 12.1 percent of Blacks and 23.4 percent of Hispanics with parents with a graduate level of education score at this level.

ACT/SAT by Students' Academic Performance in High School

In this section, the relationship between academic performance and ACT/SAT performance is examined. Because SAT uses quintiles while ACT uses quartiles for class ranking, data on students' reported class ranking are shown separately for the two tests. The data in Tables 35 and 36 suggest that although there is a tendency for those students with higher scores to be in the higher ends of their class rankings, even among students in the upper fifth and upper fourth of their classes, Black and Hispanic students tend to have lower ACT/SAT scores. For example, for the SAT, whereas 47.3 percent of Anglos and 53.0 percent of Others scored in the highest SAT score category among those in the top fifth of their classes, only 12.1 percent of Blacks and 20.5 percent of Hispanics in the top fifth so scored. Similarly, for the ACT, whereas 36.3 percent of Anglos and 36.3 percent of Others in the upper one-fourth of their class scored in the highest test score category, only 16.0 percent of Blacks and 19.4 percent of Hispanics in the upper one-quarter of the class so scored. Equally important, the percentage of students scoring above 990 on the SAT in the bottom one-fifth of their classes was 24.0 percent for Anglos and 14.3 percent for Others but only about 6.2 percent for Blacks and 5.7 percent for Hispanics, and among those in the bottom one-quarter of their classes, the proportions scoring above the 990 level on the ACT was 17.0 percent for Anglos, 15.0 percent for Others but 6.8 percent for Blacks and 6.4 percent for Hispanics. As with parental income and education, such results for class ranking suggest residual race/ethnicity effects on ACT/SAT scores.

The data in Tables 37-39 and Figures 38 and 39 show data on student ACT/SAT scores by race/ethnicity, high school grades and area of residence in the State. The data in Table 37 indicate that, as with class rankings, ACT/SAT scores by grade point average show lower proportions of Black and Hispanic students in the upper score categories than Anglo and Other students even among "A" students and lower proportions of Hispanics and Blacks scoring higher among those with lower grade point averages. Tables 38 and 39 show that such patterns are generally pervasive across regions and counties grouped by metropolitan status.

Finally, as a means of discerning whether differences in ACT/SAT scores among racial/ethnic groups are a function of course preparation, the data in Tables 40-45 on student scores by race/ethnicity and years of math or natural sciences completed are examined for the State and counties in the State grouped by metropolitan status and economic region. The data in these tables again verify that even among those students who have completed substantial math and science training, ACT/SAT scores are generally higher for Anglos and persons from Other racial/ethnic groups than for Blacks and Hispanics.

The data in this part of this section suggest that ACT/SAT scores have a relationship to performance and training but that race/ethnicity effects still exist after such factors are taken into account. This may suggest that cultural differences are playing a role in test performance.

ACT/SAT Performance Relative to Other Factors

There are many factors that have been discussed as potentially being used in conjunction with ACT/SAT scores in admission and other processes to counter any effects of potential racial/ethnic biases in such tests. Several of these that have already been examined above include income, parents' levels of education, and region of the State. The analysis above has shown that racial/ethnic differences prevail across categories of such factors. In this section, three additional factors are examined. These are shown in Tables 46, 47 and 48. The results in these tables are sufficiently uniform so as not to merit separate discussion. These results again verify that no matter what type of high school preparatory education is pursued, whatever level of extracurricular activity is examined or whatever the level of work experience that a student has, ACT/SAT scores tend to be lower for Black and Hispanic students than for other students.

Summary of Analysis in Section 3

The results in this section suggest pervasive differences in the ACT/SAT scores of Black and Hispanic students compared to Anglos and students from Other racial/ethnic groups across a wide variety of factors. Although scores are clearly impacted by such socioeconomic dimensions as parental income and education, even among students who are performing at the highest academic levels there are apparent disadvantages for Blacks and Hispanics which are not easily explained by other factors. These findings suggest that careful consideration should be given to the manner of use of such tests in admission and other processes.

Section 4--An Examination of the Implications of the Use of Alternative Criteria

In this section, we examine the number and percent of all persons and persons in different racial/ethnic groups affected by the adoption of the criteria initially proposed and then examine persons identified using those criteria found to be most useful in Sections 1-3 above. We begin by delineating the basic frequencies and percentages associated with each of the criteria identified in the introduction and then examine combinations of the criteria involved. Combinations of criteria are examined both in terms of people's possession of multiple characteristics and then in terms of the total number of persons with one of several characteristics. Compared to the use of a single criteria, the use of a combination of multiple criteria in which the possession of multiple criteria characteristics is required reduces the number of eligible persons obtained while using the number of persons obtained by using any one of several separate criteria increases the numbers of eligible persons obtained relative to the use of any single criteria.

Frequencies and Percentages for Basic Variables

Tables 49-90 show the basic frequency and percentage distributions for the variables discussed in the introduction and analyzed in this report as potential criteria. Each is briefly discussed below.

Income and Poverty--The data in Table 49 show basic income groupings with the first three income categories being made equivalent to the poverty level income for a family of four, 150 percent of the poverty level income for a family of four, and 200 percent of the poverty level income for a family of four in 1989. The data in this table show that the use of an income criteria equal to the poverty level income for a family of four would result in the inclusion of 1,555,690 persons less than 25 years of age with 1,035,195 or 66.5 percent being of minority status. Use of incomes up to and including 200 percent of poverty would result in 3,133,779 eligible persons with 1,951,761 or 62.3 percent of the eligible group being minority. The data in Table 50 show roughly the same results using poverty data.

Education--Tables 51 and 52 present information related to the use of level of education. As shown in Table 51, use of the criteria of parents with less than a high school level of education would lead to 1,198,070 eligible persons under the age of 25 with 1,010,158 or 84.3 percent of all eligible persons being of minority status. As shown in Table 52, use of the criteria of less than a bachelor's degree would lead to 4,011,918 eligible persons under the age of 25 with 2,276,074 or 56.7 percent of all eligible persons under 25 years of age being of minority status.

Language--The data in Table 53 suggest that the use of the criteria of speaking a language other than English at home would lead to 1,511,406 eligible persons under the age of 25 with 1,397,986 or 92.5 percent of eligible persons being of minority status.

Wealth of School District--The data in Table 54 provide information on the use of school district wealth as measured by per student residential property value. The data in Table 54 suggest that the use of property values of less than $70,000 per student would lead to 1,510,388 eligible persons in elementary and secondary schools with 62.7 percent or more than 947,057 being minority.

School Performance Rating--The data in Table 55 suggest that using students from low performing campuses would result in 101,532 eligible students with 62,337 or 61.4 percent being of minority status.

Student Responsibilities--The data available to measure this dimension were not adequate but analysis of the existing data shown in Table 56 suggest that parental status would likely result in over 76 percent of eligible persons being minority but only 27.5 percent of the eligibles using work status would be minority. However, the overall numbers of persons shown in the table are not representative of the total numbers in the population and thus these data cannot be considered as appropriate for measuring family, work or other obligations.

Region and Urban Status--The data in Tables 57 and 58 relate to areal variability. The data in Table 57 suggest that the use of South Texas and Upper Rio Grande Region residence would result in 1,582,403 eligible persons under 25 years of age with 1,175,610 or 74.3 percent of all eligible persons being minority group members. The data in Table 58 suggest that central city residence would result in 4,619,198 eligible persons under 25 years of age with 2,477,121 or 53.6 percent being minority persons.

ACT/SAT Test Scores--The use of test scores is examined in Table 59. The data in this table show that 17,091 students who completed the ACT test and 16,969 who completed the SAT test would be made eligible if persons with scores below 820 were added to existing pools. This would represent 31.3 percent of those taking the ACT and 19.6 percent of those taking the SAT. Of the 17,091 eligibles created by this use in the ACT test, 9,799 or 63.2 percent would be minority while in the SAT group, 11,584 or 68.3 percent would be minority group members.

Test Scores within Income Categories--Table 60 examines the joint relationship between income and ACT/SAT test scores. The concept suggested by this criteria was that of discerning whether taking the top performing students within lower income categories would result in increased numbers of eligible minorities. The data in this table show some support for this premise. Thus, for students from households with incomes of less than $30,000, 2,108 or 42.1 percent of those in the highest test score category were minority group members but among those from households with incomes of $100,000 or more, only 669 or 17.1 percent were minority group members.

Frequencies and Percentages for Combinations of Criteria

In this section, we examine combinations of the variables noted above in an attempt to ascertain what the effects of using multiple criteria would be on the size and the characteristics of the members of the eligible populations obtained. Again the effects of the various combinations are discussed below within the same general categories as used in Sections 1 through 3. Although not discussed in the text, data on each of the criteria discussed previously in this section and for the combinations of exclusive criteria for the three areal groupings found to be of utility in preceding analysis--metropolitan central cities areas, and the South Texas and the Upper Rio Grande Regions--are provided in Appendix B. We begin by examining exclusive combinations of criteria followed by additive criteria.

The Use of Exclusive Criteria

Population Characteristics

In this section, we examine the characteristics of the population shown in Section 1 to be of particular importance in identifying populations in need. These data are taken from the 1990 Census with the values shown being the number of persons less than 25 years of age who are in households with one or both parents with the characteristics delineated. Tables 61-71 present this information. We examine these results for each combination of criteria.

Persons in Poverty Households with Parents without College Degrees--Table 61 shows the number of persons under 25 years of age in poverty households with both parents with less than a bachelor's degree. As indicated in this table, 1,207,802 eligibles are identified using this combination of criteria with 953,822 or 79.0 percent of all eligibles being minority persons.

Persons in Single-Parent Households in Poverty--Table 62 provides data on the number of persons less than 25 years of age in households with a householder who is single and in which the household income is at or below the poverty level. The data in this table indicate that the number of eligibles would be 553,776 with 441,043 or 79.6 percent being of minority status.

Persons in Poverty Households in which a Language Other than English is Spoken in the Home--Table 63 shows data on the number of persons under 25 years of age in poverty who speak a language other than English at home. The data in this table show 571,267 total eligibles with 553,143 or 96.8 percent being minority.

Persons in Single-Parent Households with the Parent not Having a College Degree--The data in Table 64 show 1,013,609 persons under 25 years of age who would be eligible under this criteria. Of the number of eligibles, 690,922 or 68.2 percent are minority group members.

Persons in Households with Parents without a College Degree and in which a Language Other than English is Spoken in the Home--The data in Table 65 show the number of persons under 25 years of age who live in a household with parents without a bachelor's degree and in which English is not the language spoken in the home. The data in this table show 1,081,753 eligible persons with 1,030,397 or 95.3 percent of these persons being minority group members.

Persons in Single-Parent Households in which a Language Other than English is Spoken in the Home--The data in Table 66 show those persons under 25 years of age living in households with a single-parent and in which English is not the language spoken at home. The data in this table show 249,528 eligible persons in this combination of categories with 237,150 or 95.0 percent being minority group members.

Persons in Single-Parent Poverty Households with the Parent not Having a Bachelor's Degree--Table 67 provides data on the number of persons less than 25 years of age living in a single-parent household in poverty and with the parent not having a bachelor's degree. The data in this table show 541,735 eligibles with 434,950 or 80.3 percent being minority residents.

Persons in Poverty Households in which Neither Parent has a Bachelor's Degree and in which a Language Other than English is Spoken in the Home--The data on these variables shown in Table 68 indicate 467,200 eligible persons under 25 years of age under this combination of criteria with 457,887 or 98.0 percent being minority residents.

Persons in Single-Parent Poverty Households in which a Language Other than English is Spoken in the Home--The data in Table 69 show 156,308 eligibles under this combination of criteria. Of these, nearly 152,756 or 97.7 percent are minority group members.

Persons in Single-Parent Households in which the Parent Does Not Have a College Degree and in which a Language Other than English is Spoken in the Home--Data on this combination of variables is shown in Table 70. These data show 239,929 eligibles with 229,677 or 95.7 percent being minority residents.

Persons in Single-Parent Poverty Households in which the Parent Does not Have a Bachelor's Degree and a Language Other than English is Spoken in the Home--The data in Table 71 on this combination of criteria show 153,808 eligibles with 150,532 or 97.9 percent being minority group members.

Characteristics of Schools and Students in Schools

In this section, we examine combinations of characteristics drawn from TEA data on the number of students in Texas public elementary and secondary schools in 1995-96 and on the characteristics of school districts. These data are shown below in Tables 72-78.

Economically Disadvantaged, Limited English Proficiency, and School District Total Assessed Value Criteria--The data in Tables 72-74 examine the effects of each of three major criteria available in Texas Educational Agency data on the number of persons who would be eligible. The data in these tables show that the use of the criteria of using students designated as economically disadvantaged would result in 1,754,401 eligible students with 1,388,276 or 79.1 percent being minority students; use of students in Limited English Proficiency Programs leads to 479,576 eligible students with 473,347 or 98.7 percent being minority; and use of students in school districts with total assessed property values of less than $72,126 per student would result in 398,876 eligibles with 329,610 or 82.6 percent being minority group members.

Combinations of Economically Disadvantaged, Limited English Proficiency and Total Assessed Property Value Criteria--Tables 75-78 show results for various combinations of the three school-based criteria. For all combinations examined, the use of multiple criteria reduces the number of eligibles. For example, when the three criteria are combined, the values are substantially reduced. Thus, if the lowest total assessed property value per student (<$72,126), economically disadvantaged status, and enrolled in a Limited English Proficiency Program criteria are combined (Table 78), the number of eligibles is reduced to 107,778 but 107,374 or 99.6 percent are minority. As indicated in other combinations discussed in this section, such results point to the tradeoffs required between the number of eligibles obtained and the proportion of persons of minority status among the eligibles obtained.

Characteristics of Students Completing the ACT/SAT in 1995-96

In this section, we examine the results for the combinations of criteria involving students who completed the SAT/ACT in Texas in 1995-96. These results are shown in Tables 79-81.

Students Completing ACT/SAT by Assessed Value and Parents' Income--Table 79 shows the combination of school district assessed value per student and parental income. The data in this table are examined relative to differences at the extremes of income within school district assessed value per student categories. The data in this table for districts with assessed values of less than $70,000 per student and parental incomes of less than $30,000 show 19,055 eligibles with 13,200 or 70.4 percent being minority. For those from households with incomes of more than $100,000 and in districts with assessed values of $130,000 or more per student, the number of eligibles was 3,569 with only 485 or 13.6 percent being minority group members.

Students Completing ACT/SAT by Assessed Value and Parents' Education--Table 80 shows data on combinations of property value per student for school districts and parents' level of education. The data in this table show that if persons in districts with per student assessed values of less than $70,000 were used in conjunction with parental education of high school or less, 6,937 eligibles would be identified with 4,810 or 69.3 percent being minority residents. If parental education of less than a bachelor's degree were used, 14,339 eligibles would be identified with 8,359 or 58.3 percent being minority residents.

Students Completing ACT/SAT by Assessed Value Per Student, Parents' Income and Parents' Education--The data in Table 81 shows the crosstabulation between the three variables noted. Although this table cannot be easily summarized, one can examine the extremes of the table to obtain an indication of the likely consequences of selecting different combinations of these three variables. If the categories of assessed value less than $50,000, parents' income less than $30,000 and parents' education of less than a bachelor's degree, a total of 3,618 eligibles are identified with 2,936 or 81.1 percent being minority group members. If the category of assessed value exceeding $130,000 is used in conjunction with parental income of more than $100,000 and less than a bachelor's degree, then 292 eligibles are identified with 56 persons or 19.2 percent being minority residents.

The Use of Additive Multiple Criteria

To this point in the analysis, the numbers of persons obtained using single criteria and the numbers obtained by requiring the possession of multiple criteria characteristics have been examined. In this final part of the analysis, we examine the number of persons who would be obtained if the number of persons possessing any one of several criteria characteristics were added together. Tables 82-89 present the results of the additive use of criteria.

The data in Tables 82-84 present the results of the analysis of persons less than 25 years of age in households with children for which the total number of potential eligibles is 6,652,767. These data show that if having parents without a college degree or living in poverty, or an income equal to 200 percent of poverty or an income of less than $35,000 is used, the total number of eligibles is between 4.0 and 4.3 million persons with between 55 and 57 percent of this range being minority group members.

Tables 85-88 present information on the numbers of persons in Texas elementary and secondary schools under different combinations of characteristics. Tables 85 and 86 show that the use of economically disadvantaged status together with assessed value of district or Limited English Proficiency status lead to between 1.8 and 2.0 million of a potential 3.7 million eligibles with between 73 and 78 percent being minority. The data in Table 87 suggest that dropping the economic disadvantaged category reduces the number of eligibles to roughly 960,000. Table 88 combines all three of the characteristics of being from an economically disadvantaged household, being enrolled in a Limited English Proficiency Program, or being in a school district with a relatively low total assessed value per student. This table suggests that the use of all three factors would increase the number of eligibles to more than 2.0 million persons with more than 76 percent being minority group members.

Table 89 provides data on the combination of assessed value per student, based on the assessed value of residential property per student, parental income less than $30,000 and with parents' with less than a college level of education among students taking the ACT/SAT in Texas in 1995-96. These data suggest that the use of such criteria would result in 85,514 eligibles out of the 141,282 taking the ACT/SAT with more than 51 percent being minority group members.

Summary of Analysis in Section 4

As a final means of examining the utility of alternative criteria, the data in Table 90 can be examined. This table summarizes results from Tables 49-89. This table shows in column two the number of persons eligible using alternative single criteria, exclusive multiple criteria, and additive multiple criteria and in column three the percentage that this number represents of all the persons who might be eligible in the applicable population (these total numbers for the applicable populations are 6,652,767 for the population under 25 years of age in 1990, 3,748,167 for students in elementary and secondary schools in 1995-96, and 141,282 for students taking the ACT/SAT in Texas in 1995-96). Three columns are then shown for each of the total minority population and for the Black and Hispanic populations combined. These columns show the total number of eligibles under a given criteria, the percentage that the number of eligibles is of the applicable population base, and the percent of all eligibles that the minority (or Black and Hispanic) population represents. Column one of the table provides a reference to the table from which the data are derived.

The effects of the use of single criteria values can be determined by examining data for Tables 49-60 in Table 90. Clearly the single criterion of relatively low household income, parents without college degrees and central city status create the largest number of eligible persons (over 4.0 million for each criteria) but in these cases the minority proportions are 58.6 percent, 56.7 percent and 53.6 percent respectively. The highest proportion of minorities (more than 92 percent) is obtained when the language criteria is utilized but the total number of eligibles is reduced substantially, to 1.5 million. It appears that the use of any one criteria will require a tradeoff between the size of the pool and the ethnic characteristics of the pool.

Tables 61-71 employ the population in Texas under the age of 25 in 1990 and thus the number of eligibles shown can be compared to the total base of 6,652,767. As shown in Table 90, the data in these tables suggest that the combination of poverty and parents without a college degree produces a pool of more than 1.2 million with more than 953,000 of this or 79.0 percent being persons of minority status. The combination of parents without a college degree and a language other than English being spoken in the home produces 1.1 million eligibles with 95.3 percent being minority group members. Similar numbers and proportions are shown for the combination of single-parent households with the parent not having a bachelor's degree in which more than 1.0 million eligibles are obtained with 68.2 percent being minority group members. All other combinations produce less than 700,000 eligibles. The results shown for these tables when compared to those for Tables 49-60 clearly demonstrate that as more variables are employed, the number of eligible persons is reduced. Thus, the two combinations delineated above produce larger proportions of minority eligibles than those discussed relative to Tables 49-60 but the total number of minority residents who are eligible is reduced from the more than 2.3 million shown for Table 49 and Table 52 to the roughly 1.0 million in Tables 61 and 65.

Tables 72-78 present data from the Texas Education Agency on students in Texas elementary and secondary schools in 1995-96. They examine the three student criteria of economically disadvantaged, enrolled in Limited English Proficiency programs, and total assessed property value per student. These tables should be evaluated relative to the 3,748,167 students enrolled in elementary and secondary schools in Texas in 1995-96. The analysis of these three variables in Table 90 shows that the largest number of eligibles is obtained by simply using economically disadvantaged status with more than 1.7 million total eligibles being obtained with nearly 1.4 million (79.1 percent) being minority group members. All other combinations lead to relatively small numbers of eligibles.

The data for Tables 79-81 must be examined relative to the 141,282 base of students who completed the ACT/SAT in Texas in 1995-96. As shown in Table 90, these data suggest that all combinations examined produce relatively small pools relative to the total of 141,282 potential persons. This suggests that among those who take the tests associated with college entrance, the use of multiple criteria quickly limits the number of eligible persons. Thus, even with the use of two criteria (see Tables 79 and 80) combining relatively large numbers of categories is necessary in order to increase the number of eligible persons especially the base of eligible minorities. If three variables are combined (see Table 81), the base of eligible persons decreases to a marginal number relatively rapidly. These data suggest that the use of a limited number of criteria will be necessary in order to create pools of sufficient size.

The data on combinations of variables used additively (Tables 82-89) suggest that the use of standard socioeconomic criteria, that is, low income and education (as represented by having parents without a college degree) would produce pools of more than 4.0 million, which would represent more than 60 percent of the total applicable populations, more than 70 percent of the applicable minority populations and result in between 55 and 57 percent of all eligibles being minority group members. Virtually all other combinations result in either substantially reduced numbers or proportions of total and minority eligibles or reduced proportions of minorities among the eligible populations.

In sum, then, the data in this section suggest that a very limited number of criteria should be employed in the identification of populations in need. It appears that the use of standard criteria of socioeconomic status including income and poverty and levels of parental education should be considered for use.

Section 5--Students in Higher Education in Texas

In this section, we examine several key characteristics of the current students enrolled in higher education in Texas. This section is intended to provide data that when compared with those presented above for the elementary and secondary school population will indicate the nature of the change likely to impact Texas colleges and universities in the coming years.

The data in Table 91 show Fall 1995 enrollment in public colleges and universities in Texas. These data show a total level of college enrollment that is 62.9 percent Anglo, 9.8 percent Black, 22.3 percent Hispanic, and 5.0 percent from Other racial/ethnic groups. Given an elementary and secondary school population (as shown in Table 5) that is 46.4 percent Anglo, 14.3 percent Black, 36.7 percent Hispanic, and has 2.6 percent from Other racial/ethnic groups, it is obvious that increases will occur in the number and proportion of minority students in Texas colleges and universities.

In fact, data shown in Tables 92 and 93 from a recent projection of Texas residents attending Texas public colleges and universities (excluding health-related institutions), suggest that, by 2030, roughly 57 percent of all college students will be non-Anglos. Therefore, the issues impacting minority college students will increasingly become the dominant issues facing higher education in Texas.

Although the numerous issues that may impact Texas as its college population becomes increasingly minority is not the major focus of this report and cannot be discussed in detail here, it is appropriate to note that in the absence of change in the socioeconomic status of minorities and in their access to and completion of levels of higher education, some of the implications may be extensive. For example, Table 94 shows the percentage of students who scored at various levels on the TASP test which determines the need for remediation. As is evident from the data in this table, nearly 29 percent of students had scores requiring remediation in math, 17 percent remediation in reading and 26 percent remediation in writing but these percentages were roughly 51 percent, 30 percent and 40 percent for Blacks and 39 percent, 26 percent and 35 percent for Hispanics.

The data in Tables 95 and 96 show mean TASP scores across counties grouped by metropolitan status and economic region and Figure 40 shows percent of students requiring remediation by economic region. These data show that in each status type and region, mean scores for Blacks and Hispanics are lower than those for Anglos and Others for nearly all subject matter areas, suggesting the pervasiveness of the patterns noted in Table 94. Figure 40 shows high percentages of students requiring remediation in several regions of the State with the highest percentage being in South Texas. Together the data in Tables 94-96 suggest that the need for remediation services within higher education is likely to increase in the coming years.

The data in Tables 97 and 98 suggest that there will also be substantial financial need. Thus the 271,772 students receiving financial aid in Texas during 1995-96 represented roughly 33.8 percent of all students enrolled in the Fall of 1995. However, the 127,480 minority students receiving aid represented 42.8 percent of all minority students. The data in these tables also suggest that minority students may find it more difficult to obtain some types of aid. For example, in the State and for all regions in the State, the amount of minority aid coming from loans is less and this difference is largely the reason for the overall lower levels of aid for minorities than for other students.

Summary of Analysis in Section 5

The brief analysis in this section indicates that resolving the issues related to minority involvement in higher education is critical to the future of higher education in Texas. Growth in minority enrollment will account for a majority of all enrollment growth in the State and, in the absence of measures to alter patterns of involvement and the socioeconomic conditions of minorities in Texas, future patterns could bring relatively slow growth in enrollment in Texas higher education and to increasing proportions of students with substantial levels of need for remedial and financial assistance.

Section 6--Summary and Recommendations

In this analysis, a relatively large number of factors which may vary with racial/ethnic status have been examined as alternatives to the use of race-based criteria. The intent has been to find factors that would identify populations with the levels of need that were previously identified using race/ethnicity criteria. Several alternative categories of criteria have been examined. These have included basic socioeconomic factors, school characteristics, characteristics of tests used in admissions and other processes, geographic location, and a variety of other factors that may be related to ethnicity or affect the relationships between ethnicity and other factors.

Any attempt to generalize from the extensive descriptive analysis presented here must be done cautiously. Clearly, additional analysis could be completed and numerous other criteria might be considered and evaluated. However, within the limitations of this analysis, the following results appear sufficiently general as to merit further consideration:

1. Socioeconomic conditions related to poverty, income and education appear to substantially focus attention on minority groups in need. The analysis in Section 1 indicated that income levels are lower and poverty levels higher for minority residents in nearly all areas of the State. When such factors are examined among the future population of those who will be college students in the years to come (those persons under 25 years of age), the results suggest that the use of such criteria, would appear to be useful in identifying populations in need. In addition, the results of analysis in Section 1 suggested that the single-parent status of the household, language use

and lack of college-educated parents might be usefully combined with income and poverty to identify populations in need.

2. Area of residence may also be useful in identifying populations in need. In particular, the results in several sections suggest that central city counties may provide focused areas for identifying populations in need. At the same time, however, for several factors, it is obvious that extreme conditions of need also occur in nonmetropolitan areas. Among economic regions of the State, South Texas shows particularly high levels of need, with substantial levels of need also being evident in the Upper Rio Grande Region.

3. Although student populations show marked differences by several characteristics, these differences appear to be largely a function of socioeconomic differences that are associated with minority status and are pervasive across areas. However, one areal factor that clearly identifies populations in need, particularly those within populations of Hispanic origin, is school district's assessed residential property value per student. Consideration should be given to using the wealth status of districts as a means of identifying students in need. Secondary attention should be given to the use of the proportion of disadvantaged students and students on free or reduced lunch for identifying populations in need either independently or in conjunction with the property wealth status of the district.

4. The analysis provided here suggests that ACT/SAT tests may favor students from particular cultural backgrounds and may not always be indicative of academic performance. Although ACT/SAT scores were related in the ways expected to socioeconomic factors such that students from higher income households and from households with more highly educated parents were likely to score higher on the ACT/SAT, the analysis indicated that even within categories of high income and education, Anglos and persons from the Other racial/ethnic group tended to achieve higher scores while Blacks and Hispanics had lower scores. Similarly, at the lowest levels of income and education, Anglos and Others tended to have higher ACT/SAT scores than Hispanics and Blacks. Equally important, even among students who were performing at high levels of academic proficiency, Black and Hispanic scores remained lower, suggesting that such scores are not predictive of academic performance, at least at the high school level. Analysis of ACT/SAT scores in conjunction with several other factors continued to show residual race/ethnicity effects on scores. Given these findings, it appears that consideration should be given to decreasing the emphasis placed on ACT/SAT scores in college admissions and other areas, if the populations with the highest levels of need are to be served.

5. Although a combination of criteria measuring limited socioeconomic conditions of households within areas

with limited socioeconomic resources identifies populations with high levels of need that have high minority proportions, the use of exclusive multiple criteria results in a substantial reduction in the size of the eligible populations under multiple criteria compared to those eligible using fewer criteria. Thus analysis of combinations of property wealth, household income and parents' educational levels suggests that students in the most disadvantaged areas and households are likely to have high levels of need and to be minority. A tradeoff between the size of the total number of eligible persons created in employing given criteria and the proportion of minorities among the eligibles is likely to be necessary.

6. It appears that the additive use of multiple criteria may merit consideration for adoption. Use of criteria using income (or poverty) measures and parents' levels of education produce relatively large eligible populations which include more than 50 percent minority group members.
7. It must be recognized that no single criteria or combination of criteria examined results in the same level of minority participation as occurred under criteria used prior to Hopwood.
8. The need to increase minority enrollment has been documented elsewhere and it is obvious that minority enrollment growth will continue to be the major source of new students for higher education in the coming

> years. It must be recognized that unless the socioeconomic conditions of minority populations change, the increase in minority enrollment will likely require more remediation and increased financial assistance if the educational needs of Texas population are to be addressed.

Although additional criteria could be evaluated, and additional analysis of the criteria examined here could be completed, the results of this analysis do suggest criteria that will likely assist in identifying populations in need. The results also suggest, however, that whenever criteria are selected they should be empirically examined because many of those initially suggested by the committee have been found to be relatively ineffective. Therefore, it is to be recommended that colleges and universities proposing criteria to address populations in need be asked to provide empirical evidence that the actions proposed are likely to maintain access for disadvantaged groups. Without such analysis, otherwise well intentioned actions may not result in increasing the diversity of Texas colleges and universities to the extent necessary to ensure that the needs of Texas' current and future residents are adequately addressed.

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Table 1: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Metropolitan Status, 1990

Characteristic	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Population	16,951,382		11,594,132		2,539,120		1,961,101		857,029	
Population <25	6,652,767		4,619,198		972,776		733,447		327,346	
Percent Minority		37.3		42.3		20.4		32.4		31.3
Percent <25 and Minority		48.0		51.2		25.6		42.0		40.6
Percent in Poverty		18.0		18.1		12.7		22.6		22.9
Percent in Poverty and Minority		66.4		72.5		43.8		58.2		57.2
Percent <25 in Poverty		24.5		25.1		16.5		29.3		30.2
Percent <25 in Poverty and Minority		71.8		76.3		50.1		66.8		65.1
Population w/o College Degree	14,754,798		9,945,946		2,204,206		1,816,362		788,285	
Angle	8,502,802	57.6	5,106,737	51.3	1,683,819	76.4	1,189,609	65.5	522,637	66.3
Black	1,844,108	12.5	1,425,492	14.3	187,280	8.5	170,648	9.4	60,688	7.7
Hispanic	4,113,240	27.9	3,180,507	32.0	293,456	13.3	441,678	24.3	197,599	25.1
Other	294,648	2.0	233,210	2.4	39,650	1.8	14,427	0.8	7,361	0.9
Percent w/o College Degree and Minority		40.7		46.6		22.2		34.1		33.2
Population <25 w/o College Degree	5,073,562		3,494,339		698,352		610,893		269,977	
Percent <25 w/o College Degree & Minority		53.6		60.2		30.1		46.1		45.8
Percent <25 w/o College Degree, in Poverty, and Minority		73.8		78.6		51.8		67.7		66.3
Percent Non-English Speaking at Home		23.4		26.3		12.4		20.8		21.6
Percent Not Speaking English Well		3.3		3.9		1.6		2.7		2.9
Percent Non-English Speaking at Home <25 and Minority		87.4		87.9		74.6		90.9		91.0
Percent Not Speaking English Well, <25 and Minority		88.9		89.8		78.3		89.5		88.3
Number of Single Parent Households	502,913		373,612		61,015		47,761		20,525	
Percent Single Parent Households with Minority Head		55.3		59.7		34.2		50.7		48.4
Number <25 in Single Parent Households	1,107,116		825,931		123,975		110,116		47,094	
Percent <25 in Single Parent Households with Minority Head		64.4		68.8		42.0		59.5		58.1
Mean Household Income for Householders >25	35,307		36,545		38,672		27,370		27,222	
Median Household Income for Householders >25	27,291		29,098		29,000		21,500		20,600	
Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children	22,923		23,281		25,666		19,778		19,141	
Mean Household Income for Householders >25 of Single Parent Households with Minority Head	15,653		16,079		16,772		12,145		12,105	

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Table 2: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Metropolitan Status, 1990

Characteristic	State	Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
		Number	%	Number	%	Number	%	Number	%
Total Population	16,951,382		68.3		15.0		11.6		5.1
Population <25	6,652,767		69.4		14.6		11.0		5.0
Percent Minority	6,321,105		77.5		8.2		10.0		4.3
Percent <25 and Minority	3,191,412		77.3		8.2		10.1		4.4
Percent in Poverty	2,981,402		68.7		10.5		14.4		6.4
Percent in Poverty and Minority	1,980,637		75.0		6.9		12.6		5.5
Percent <25 in Poverty	1,580,663		71.1		9.8		13.1		6.0
Percent <25 in Poverty and Minority	1,135,152		75.5		6.9		12.2		5.4
Population w/o College Degree	14,734,798	9,943,946	67.4	2,204,206	14.9	1,816,362	12.3	788,285	5.4
Anglo	8,502,802	5,106,737	60.1	1,683,819	19.8	1,189,609	14.0	522,637	6.1
Black	1,844,108	1,425,492	77.2	187,280	10.2	170,648	9.3	60,688	3.3
Hispanic	4,113,240	3,180,507	77.3	293,456	7.1	441,678	10.7	197,599	4.9
Other	294,648	233,210	79.1	39,650	13.5	14,427	4.9	7,361	2.5
Percent w/o College Degree and Minority	6,007,777		77.1		8.2		10.3		4.4
Population <25 w/o College Degree	5,073,562		68.9		13.8		12.0		5.3
Percent <25 w/o College Degree & Minority	2,719,621		77.4		7.7		10.4		4.5
Percent <25 w/o College Degree, in Poverty, and Minority	1,105,264		75.4		6.8		12.3		5.5
Percent Non-English Speaking at Home	3,960,148		77.0		8.0		10.3		4.7
Percent Not Speaking English Well	567,126		79.0		7.2		9.4		4.4
Percent Non-English Speaking at Home <25 and Minority	1,320,453		77.9		6.2		10.7		5.2
Percent Not Speaking English Well, <25 and Minority	161,088		81.4		6.6		8.5		3.5
Number of Single Parent Households	502,913		74.3		12.1		9.5		4.1
Percent Single Parent Households with Minority Head	278,207		80.2		7.5		8.7		3.6
Percent <25 in Single Parent Households	1,107,116		74.6		11.2		9.9		4.3
Percent <25 in Single Parent Households with Minority Head	713,068		79.7		7.3		9.2		3.8
Mean Household Income for Householders >25	35,307	36,545		38,672		27,370		27,222	
Median Household Income for Householders >25	27,921	29,098		29,000		21,500		20,600	
Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children	22,923	23,281		25,666		19,778		19,141	
Mean Household Income for Householders >25 of Single Parent Households with Minority Head	15,633	16,079		16,772		12,145		12,105	

Table 3: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Within Economic Regions, 1990

Characteristic	Texas		High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total Population	16,951,382		732,849		325,733		4,239,489		900,381		667,284		3,880,121		1,729,362		3,129,840		514,333		611,790	
Population <25	6,632,767		292,394		105,194		1,600,765		318,884		247,327		1,510,543		700,350		1,311,145		204,705		271,258	
Percent Minority		37.3		28.0		18.3		26.2		21.9		25.4		38.0		28.3		62.4		35.0		73.1
Percent <25 and Minority		45.9		37.0		25.0		33.4		28.0		31.3		46.0		34.8		72.2		45.6		79.2
Percent in Poverty		18.0		18.9		17.8		12.0		18.7		19.8		15.1		17.9		27.2		19.8		26.5
Percent in Poverty and Minority		66.4		53.7		36.3		55.3		46.4		48.1		68.7		47.1		86.1		65.1		89.9
Percent <25 in Poverty		24.5		26.5		23.9		16.3		24.7		26.6		20.3		25.7		35.7		26.2		34.0
Percent <25 in Poverty and Minority		71.8		59.7		43.1		61.8		54.6		53.7		74.4		49.7		90.0		72.3		91.7
Population w/o College Degree	14,754,796		653,398		475,794		3,371,306		821,543		611,646		3,292,994		1,471,512		2,833,377		463,399		559,036	
Anglo	8,502,802	57.6	446,881	68.3	378,679	79.6	2,431,306	68.7	629,988	76.6	441,401	72.2	1,812,638	55.0	988,613	67.2	938,188	33.1	283,944	61.2	131,423	23.5
Black	1,844,100	12.5	34,888	5.3	30,430	6.0	320,644	14.8	151,096	18.4	131,509	21.5	620,622	18.8	198,840	13.5	111,303	3.9	19,895	4.3	18,873	3.4
Hispanic	4,113,240	27.9	182,105	24.8	63,933	13.2	500,632	14.0	34,117	4.2	29,909	4.9	752,869	22.9	257,139	17.5	1,756,987	62.0	154,889	33.4	401,639	71.8
Other	294,648	2.0	9,999	1.6	5,942	1.2	88,983	2.5	6,342	0.8	8,828	1.4	106,845	3.3	26,919	1.8	26,899	1.0	4,871	1.1	7,099	1.3
Population w/o College Degree and Minority		40.7		30.7		19.6		29.3		23.0		26.8		42.0		31.3		66.1		38.1		75.5
Population <25 w/o College Degree	5,075,562		239,110		147,939		1,152,647		257,525		203,068		1,117,997		488,630		1,084,956		166,298		225,363	
Percent <25 w/o College Degree & Minority		55.6		44.6		28.5		41.1		30.9		34.6		54.8		41.5		79.0		52.8		84.8
Percent <25 w/o College Degree, in Poverty, and Minority		75.8		62.4		44.6		64.8		55.3		54.3		76.5		52.2		91.0		73.7		92.4
Percent Non-English Speaking at Home		25.4		19.5		11.0		13.2		4.6		7.0		21.0		15.2		48.5		26.8		60.6
Percent Not Speaking English Well		5.3		2.6		1.6		2.5		0.9		0.9		3.4		1.8		6.2		3.7		8.7
Percent Non-English Speaking at Home <25 and Minority		87.4		89.0		78.6		75.3		69.6		57.6		79.9		77.7		96.2		91.8		95.5
Percent Not Speaking English Well, <25 and Minority		88.9		86.5		74.4		78.3		78.1		67.9		87.1		82.1		95.6		89.4		96.0
Number of Single Parent Households	502,913		19,068		12,219		124,013		25,453		19,818		123,937		47,426		96,986		13,450		20,543	
Percent Single Parent Households with Minority Head		55.3		41.3		31.4		46.2		44.2		32.0		56.7		46.7		74.3		46.3		82.5
Population <25 in Single Parent Households	1,107,116		41,051		26,150		256,413		57,258		43,525		264,083		101,074		235,428		29,765		50,391	
Percent <25 in Single Parent Households with Minority Head		64.4		50.3		39.2		55.2		53.1		39.9		65.3		56.0		81.8		56.5		86.8
Mean Household Income for Householders >25	35,307		31,146		28,882		40,771		28,741		29,138		39,857		33,491		29,336		31,324		29,409	
Median Household Income for Householders >25	27,921		23,500		21,600		32,560		22,452		23,000		32,000		26,050		22,613		23,366		23,000	
Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children	22,923		20,741		19,563		26,456		19,753		20,883		25,607		23,366		20,527		21,254		20,909	
Mean Household Income for Householders >25 of Single Parent Households with Minority Head	15,633		12,797		11,770		18,885		12,149		13,415		17,425		16,161		13,292		13,025		14,045	

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Table 4: Selected Demographic and Socioeconomic Characteristics of Texas Population and Populations Percentaged Across Economic Regions, 1990

Characteristic	Texas	High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total Population	16,951,382		4.3		3.1		25.1		3.3		3.9		22.9		10.2		18.3		3.1		3.6
Percent <25	6,432,767		4.4		2.9		24.1		4.8		3.7		22.7		10.3		19.7		3.1		4.1
Percent Minority	6,321,105		3.2		1.3		17.7		3.1		2.7		23.3		7.7		30.9		2.9		7.0
Percent <25 and Minority	3,053,899		3.3		1.7		17.3		2.9		2.3		22.8		8.0		31.0		3.1		7.0
Percent in Poverty	2,981,401		4.3		3.1		16.9		5.4		4.3		19.3		9.9		28.0		3.3		5.3
Percent in Poverty and Minority	1,980,437		3.7		1.6		14.1		3.8		3.1		20.0		7.0		36.2		3.3		7.2
Percent <25 in Poverty	1,388,443		4.7		2.7		16.4		4.8		4.0		19.0		10.3		28.9		3.3		5.7
Percent <25 in Poverty and Minority	1,133,132		3.9		1.6		14.1		3.7		3.0		19.7		7.2		36.2		3.3		7.3
Population w/o College Degree	14,754,798	633,390	4.4	475,794	3.2	3,571,388	24.2	821,543	5.6	611,646	4.1	3,292,994	22.3	1,471,312	10.0	2,833,377	19.2	463,399	3.2	559,036	3.8
Anglo	8,502,802	446,881	5.3	378,479	4.5	2,451,306	28.8	629,988	7.4	441,401	5.2	1,812,638	21.3	988,613	11.6	938,188	11.0	283,944	3.3	131,423	1.6
Black	1,844,108	34,686	1.9	28,438	1.5	528,644	28.7	151,096	8.2	131,309	7.1	620,622	33.7	198,840	10.8	111,383	6.0	19,895	1.1	18,875	1.0
Hispanic	4,113,240	163,105	3.9	62,935	1.5	500,632	12.2	34,117	0.8	29,909	0.7	752,869	18.3	257,139	6.3	1,756,987	42.7	154,889	3.8	401,639	9.8
Other	294,648	9,999	3.4	5,942	2.0	90,903	30.9	6,342	2.2	8,828	3.0	106,845	36.2	26,919	9.1	26,899	9.1	4,871	1.7	7,099	2.4
Population w/o College Degree and Minority	6,007,777		3.3		1.6		17.4		3.1		2.8		23.0		7.7		31.2		2.9		7.0
Population <25 w/o College Degree	5,073,362		4.5		3.0		22.7		5.1		4.0		22.0		9.6		21.4		3.3		4.4
Percent <25 w/o College Degree & Minority	2,719,621		3.7		1.6		17.5		2.9		2.6		22.3		7.3		31.5		3.2		7.0
Percent <25 w/o College Degree, in Poverty, and Minority	1,105,284		3.9		1.7		14.0		3.7		3.0		19.6		7.1		36.4		3.4		7.2
Percent Non-English Speaking at Home	3,960,148		3.6		1.6		14.2		1.0		1.2		20.6		6.6		38.3		3.5		9.4
Percent Not Speaking English Well	567,126		3.1		1.4		17.1		1.4		1.1		23.6		5.5		34.1		3.4		9.3
Percent Non-English Speaking at Home <25 and Minority	1,320,433		4.1		1.4		13.1		0.9		0.8		18.2		5.4		42.3		4.0		10.8
Percent Not Speaking English Well, <25 and Minority	181,088		3.1		1.3		15.5		1.5		0.7		22.8		5.3		36.5		3.0		10.3
Percent of Single Parent Households	502,913		3.8		2.4		24.7		3.1		3.9		24.6		9.4		19.3		2.7		4.1
Percent Single Parent Households with Minority Head	278,207		2.8		1.3		20.6		4.0		3.7		25.2		8.0		25.9		2.2		6.1
Population <25 in Single Parent Households	1,107,116		3.7		2.4		23.2		5.2		3.9		23.9		9.1		21.3		2.7		4.6
Percent <25 in Single Parent Households with Minority Head	713,068		2.9		1.4		19.9		4.3		3.7		24.4		7.9		27.0		2.4		6.1
Mean Household Income for Householders >25	35,307	31,146		28,882		40,771		28,741		29,138		39,857		33,491		29,336		31,324		29,409	
Median Household Income for Householders >25	27,921	23,300		21,600		32,500		22,432		23,000		32,000		26,050		22,613		23,366		23,000	
Mean Household Income for Householders >25 with Head/Spouse w/o College Degree, Minority, w/children	22,923	20,741		19,363		26,436		19,733		20,883		25,607		23,364		20,327		21,234		20,909	
Mean Household Income for Householders >25 of Single Parent Households with Minority Head	13,633	12,797		11,770		18,805		12,149		13,415		17,425		16,161		13,292		13,025		14,045	

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Table 5: Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
Student/Program	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167		2,490,765		601,488		472,573		183,341	
Anglo	1,739,613	46.4	946,040	38.0	429,609	71.4	261,169	55.3	102,795	56.0
Black	536,386	14.3	412,421	16.6	55,483	9.2	51,458	10.9	17,024	9.3
Hispanic	1,375,896	36.7	1,056,578	42.4	100,252	16.7	156,610	33.1	62,456	34.1
Other	96,272	2.6	75,726	3.0	16,144	2.7	3336	0.7	1,066	0.6
Number of Economically Disadvantaged Students	1,754,401		1,252,124		171,531		237,050		93,696	
Anglo	366,125	20.9	179,085	14.3	80,721	47.1	74,698	31.5	31,621	33.7
Black	339,383	19.3	258,709	20.7	28,076	16.4	39,630	16.7	12,968	13.8
Hispanic	1,016,948	58.0	786,564	62.8	60,614	35.3	121,050	51.1	48,720	52.0
Other	31,945	1.8	27,766	2.2	2,120	1.2	1672	0.7	387	0.5
Number of Bilingual Students	241,458		210,359		9,272		15,273		6,554	
Anglo	1,067	0.4	805	0.4	100	1.1	53	0.3	109	1.7
Black	320	0.1	266	0.1	20	0.3	12	0.2	22	0.3
Hispanic	239,175	99.1	208,476	99.1	9,111	98.3	15,172	99.3	6,416	97.9
Other	896	0.4	812	0.4	41	0.3	36	0.2	7	0.1
Number of Students in Limited English Proficiency	479,576		400,127		24,175		39,039		16,235	
Anglo	6,229	1.3	4,818	1.2	789	3.3	297	0.8	325	2.0
Black	2,197	0.5	1,959	0.5	142	0.6	54	0.1	42	0.3
Hispanic	447,399	93.2	372,495	93.1	20,935	86.5	38,167	97.8	15,802	97.3
Other	23,751	5.0	20,855	5.2	2,309	9.6	521	1.3	66	0.4
Number of Students in English as a Second Language Course	181,212		144,076		11,968		17,589		7,579	
Anglo	4,050	2.3	3,128	2.2	487	4.1	201	1.1	234	3.1
Black	1,529	0.8	1,370	1.0	103	0.9	38	0.2	18	0.2
Hispanic	155,387	85.7	121,569	84.3	9,584	80.0	16,954	96.4	7,280	96.1
Other	20,246	11.2	18,009	12.5	1,794	15.0	396	2.3	47	0.6
Number of Students Receiving Free/Reduced Lunch	1,713,988		1,217,200		170,112		234,451		92,225	
Anglo	361,411	21.1	176,540	14.5	79,686	46.8	73,978	31.6	31,207	33.8
Black	335,421	19.6	255,565	21.0	27,885	16.4	39,378	16.8	12,593	13.7
Hispanic	985,513	57.5	757,582	62.2	60,439	35.5	119,441	50.9	48,051	52.1
Other	31,643	1.8	27,513	2.3	2,102	1.3	1,654	0.7	374	0.4

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Table 6: Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96

Student/Program	State	Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167	2,490,765	66.5	601,488	16.0	472,573	12.6	183,341	4.9
Anglo	1,739,613	946,040	54.4	429,609	24.7	261,169	15.0	102,795	5.9
Black	536,386	412,421	76.9	55,483	10.3	51,458	9.6	17,024	3.2
Hispanic	1,375,896	1,056,578	76.8	100,252	7.3	156,610	11.4	62,456	4.5
Other	96,272	75,726	78.6	16,144	16.8	3,336	3.5	1,066	1.1
Number of Economically Disadvantaged Students	1,734,401	1,252,124	71.4	171,531	9.8	237,050	13.5	93,696	5.3
Anglo	366,125	179,085	48.9	80,721	22.0	74,698	20.4	31,621	8.7
Black	339,383	258,709	76.2	28,076	8.3	39,630	11.7	12,968	3.8
Hispanic	1,016,948	786,564	77.3	60,614	6.0	121,050	11.9	48,720	4.8
Other	31,945	27,766	86.9	2,120	6.6	1,672	5.2	387	1.3
Number of Bilingual Students	241,458	210,359	87.1	9,272	3.8	15,273	6.3	6,554	2.8
Anglo	1067	805	75.4	100	9.4	53	5.0	109	10.2
Black	320	266	83.0	20	6.3	12	3.8	22	6.9
Hispanic	239,175	208,476	87.2	9,111	3.8	15,172	6.3	6,416	2.7
Other	896	812	90.6	41	4.6	36	4.0	7	0.8
Number of Students in Limited English Proficiency	479,576	400,127	83.4	24,175	5.0	39,039	8.1	16,235	3.5
Anglo	6,229	4,818	77.3	789	12.7	297	4.8	325	5.2
Black	2,197	1,959	89.1	142	6.5	54	2.5	42	1.9
Hispanic	447,399	372,495	83.3	20,935	4.7	38,167	8.5	15,802	3.5
Other	23,751	20,855	87.8	2,309	9.7	521	2.2	66	0.3
Number of Students in English as a Second Language Course	181,212	144,076	79.5	11,968	6.6	17,589	9.7	7,579	4.2
Anglo	4,050	3,128	77.2	487	12.0	201	5.0	234	5.8
Black	1,529	1,370	89.6	103	6.7	38	2.5	18	1.2
Hispanic	155,387	121,569	78.2	9,584	6.2	16,954	10.9	7,280	4.7
Other	20,246	18,009	88.9	1,794	8.9	396	2.0	47	0.2
Number of Students Receiving Free/Reduced Lunch	1,713,988	1,217,200	71.0	170,112	9.9	234,451	13.7	92,225	5.4
Anglo	361,411	176,540	48.8	79,686	22.0	73,978	20.6	31,207	8.6
Black	335,421	255,565	76.2	27,885	8.3	39,378	11.7	12,593	3.8
Hispanic	985,513	757,582	76.9	60,439	6.1	119,441	12.1	48,051	4.9
Other	31,643	27,513	86.9	2,102	6.6	1,654	5.2	374	1.3

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Table 7: Number and Percent of Students Enrolled, Students who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1995-96

	Texas		High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,747,167		158,617		106,172		875,125		188,796		137,548		898,984		325,664		773,723		127,663		154,875	
Anglo	1,738,613	46.4	87,076	55.0	76,680	72.2	505,072	57.7	129,317	68.6	87,212	63.4	401,312	44.6	187,607	57.6	184,877	23.9	57,676	45.2	21,784	14.1
Black	536,386	14.3	10,781	6.8	7,328	6.9	157,928	18.0	41,287	21.9	38,313	27.9	189,045	21.0	50,986	15.7	29,684	3.8	6,447	5.1	4,587	3.0
Hispanic	1,375,916	36.7	58,710	37.0	20,804	19.6	179,310	20.5	16,642	8.8	9,542	6.9	269,164	29.9	79,523	24.4	552,617	71.4	62,439	48.9	127,165	82.0
Other	96,252	2.6	2,050	1.3	1,360	1.3	32,815	3.8	1,550	0.8	2,481	1.8	39,463	4.5	7,548	2.3	6,545	0.9	1,101	0.9	1,339	0.9
Number of Economically Disadvantaged Students	1,754,401		66,344		46,374		328,230		78,959		62,441		367,749		129,953		499,866		66,834		107,651	
Anglo	366,125	20.9	17,916	27.0	24,994	53.9	89,740	27.3	35,356	44.8	25,220	40.4	63,237	17.2	40,669	31.3	47,446	9.5	14,647	21.9	6,900	6.4
Black	339,383	19.3	7,337	11.0	5,316	11.5	98,435	30.0	29,790	37.7	28,379	45.4	109,160	29.7	34,026	26.2	19,499	3.9	4548	6.8	2,693	2.5
Hispanic	1,016,948	58.0	40,427	61.0	15,439	33.3	128,348	39.1	13,169	16.7	7,226	11.6	184,181	50.1	52,887	40.7	430,496	86.1	47,239	70.7	97,316	90.6
Other	31,945	1.8	464	0.7	605	1.3	11,707	3.6	644	0.8	1,616	2.6	11,171	3.0	2,371	1.8	2,425	0.5	400	0.6	342	0.3
Number of Bilingual Students	241,458		2,734		366		32,418		2,126		1,720		37,999		9,214		94,909		9,221		30,551	
Anglo	1,067	0.4	14	0.5	6	1.1	122	0.4	15	0.7	77	4.5	187	0.5	70	0.8	348	0.4	30	0.3	198	0.6
Black	320	0.1	7	0.3	8	1.4	91	0.3	7	0.4	17	1.0	74	0.2	33	0.4	35	0.0	6	0.1	42	0.2
Hispanic	239,175	99.1	2,711	99.0	345	96.3	32,088	99.0	2,093	98.4	1,343	78.0	37,673	99.1	8,880	96.3	94,431	99.5	9,167	99.4	30,244	99.0
Other	896	0.4	2	0.1	7	1.2	117	0.4	11	0.5	283	16.5	65	0.1	231	2.5	95	0.1	18	0.2	67	0.2
Number of Students in Limited English Proficiency Programs	479,576		10,041		2,749		90,187		6,187		4,379		120,821		20,539		158,306		17,418		48,969	
Anglo	6,229	1.3	112	1.1	64	2.3	1,982	2.2	88	1.4	84	1.9	1,797	1.5	542	2.6	893	0.6	270	1.6	397	0.8
Black	2,197	0.5	25	0.2	26	1.0	888	1.0	57	0.9	29	0.7	810	0.7	175	0.9	109	0.1	14	0.1	74	0.2
Hispanic	447,399	93.2	9,506	95.0	2,489	90.5	78,683	87.3	5,890	95.2	3,604	82.3	107,461	88.9	18,329	89.2	156,146	98.6	16,973	97.4	48,318	98.6
Other	23,751	5.0	398	4.0	170	6.2	8,622	9.6	152	2.5	662	15.1	10,753	8.9	1,493	7.3	1,158	0.7	161	0.9	180	0.4
Number of Students in English as a Second Language Course	181,212		5,649		1,776		53,606		3,775		2,491		49,177		7,973		44,369		4,021		8,375	
Anglo	4,050	2.2	88	1.6	41	2.3	1,669	3.1	52	1.4	48	1.9	1,251	2.5	312	3.9	347	0.8	202	5.0	40	0.5
Black	1,529	0.9	12	0.2	17	1.0	735	1.4	28	0.8	15	0.6	588	1.2	70	0.9	31	0.1	6	0.2	9	0.1
Hispanic	155,387	85.7	5,192	92.0	1,596	89.9	43,329	80.8	3,561	94.3	2,100	84.3	37,907	77.1	6,604	82.8	43,086	97.1	3,753	93.3	8,279	98.8
Other	20,246	11.2	357	6.3	122	6.9	7,873	14.7	134	3.5	330	13.2	9,431	19.2	987	12.4	905	2.0	60	1.5	47	0.6
Number of Students Receiving Free/Reduced Lunches	1,713,908		64,863		46,321		324,616		78,198		61,655		364,592		128,003		471,115		66,778		107,047	
Anglo	361,411	21.1	17,183	27.0	24,955	53.9	89,209	27.5	34,905	44.6	24,856	40.3	62,109	17.0	40,287	31.3	46,430	9.9	14,624	21.9	6,873	6.4
Black	335,421	19.6	7,330	11.0	5,311	11.5	96,984	29.9	29,544	37.8	28,006	45.4	108,190	29.7	33,310	26.0	19,312	4.1	4,545	6.8	2,689	2.5
Hispanic	985,313	57.5	39,908	62.0	15,450	33.4	126,813	39.1	13,110	16.8	7,194	11.7	183,203	50.3	51,673	40.9	403,010	85.5	47,209	70.7	96,943	90.6
Other	31,643	1.8	442	0.7	605	1.3	11,610	3.6	639	0.8	1,599	2.6	11,090	3.1	2,333	1.8	2,363	0.5	400	0.6	342	0.3

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Table 8: Number and Percent of Students Enrolled who are Economically Disadvantaged, Bilingual, Enrolled in Limited English Proficiency or English as a Second Language Programs, or Receiving Free or Reduced Lunch in Texas by Race/Ethnicity, Percentaged Across Economic Regions, 1995-96

Student/Program	State	High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,740,167	158,617	4.2	106,178	2.9	876,125	23.4	188,796	5.0	137,346	3.7	898,984	24.0	325,664	8.7	773,723	20.6	127,663	3.4	154,875	4.1
Anglo	1,739,613	87,076	5.0	76,680	4.4	505,872	29.1	129,317	7.4	87,212	5.0	401,312	23.1	187,607	10.8	184,877	10.6	57,676	3.3	21,784	1.3
Black	536,386	10,781	2.0	7,328	1.4	157,928	29.4	41,287	7.7	38,313	7.1	189,045	35.2	50,906	9.5	29,684	5.5	6,447	1.2	4,587	1.0
Hispanic	1,373,896	58,710	4.3	20,804	1.5	179,310	13.0	16,448	1.2	9,348	0.7	269,164	19.6	79,323	5.8	552,617	40.2	62,439	4.5	127,145	9.2
Other	96,272	2,050	2.1	1,360	1.4	32,815	34.1	1,550	1.6	2,481	2.6	39,463	41.0	7,348	7.8	6,545	6.8	1,101	1.2	1,339	1.4
Number of Economically Disadvantaged Students	1,734,401	66,344	3.8	46,374	2.6	328,330	18.7	78,939	4.5	62,441	3.6	367,749	21.0	129,933	7.4	499,866	28.5	66,834	3.8	107,651	6.1
Anglo	366,125	17,916	4.9	24,994	6.8	89,760	24.4	35,556	9.7	25,220	6.9	63,237	17.3	40,649	11.1	47,446	13.0	14,647	4.0	6,900	1.9
Black	339,383	7,537	2.2	5,316	1.6	98,435	29.0	29,790	8.8	28,379	8.4	109,160	32.2	34,026	10.0	19,499	5.7	4,548	1.3	2693	0.8
Hispanic	1,016,948	40,427	4.0	15,459	1.5	128,348	12.6	13,169	1.3	7,226	0.8	184,181	18.1	32,887	3.2	430,496	42.3	47,239	4.6	97,516	9.6
Other	31,945	464	1.5	605	1.9	11,707	36.5	644	2.0	1,616	5.1	11,171	35.0	2,371	7.4	2,425	7.6	400	1.3	542	1.7
Number of Bilingual Students	241,458	2,734	1.1	366	0.3	32,418	13.4	2,126	0.9	1,720	0.7	57,999	24.0	9,214	3.8	94,909	39.3	9,221	3.8	30,551	12.7
Anglo	1,067	14	1.3	6	0.6	122	11.4	15	1.4	77	7.2	187	17.5	70	6.6	348	32.6	30	2.8	198	18.6
Black	320	7	2.2	8	2.5	91	28.4	7	2.2	17	5.3	74	23.1	33	10.3	35	10.9	6	2.0	42	13.1
Hispanic	239,175	2,711	1.1	345	0.3	32,088	13.4	2,093	0.9	1,343	0.6	57,673	24.1	8,880	3.7	94,431	39.5	9,167	3.8	30,244	12.6
Other	896	2	0.3	7	0.8	117	13.1	11	1.2	283	31.5	65	7.3	231	25.7	95	10.6	18	2.0	67	7.5
Number of Students in Limited English Proficiency Programs	479,576	10,041	2.1	2,749	0.6	90,167	18.8	6,187	1.3	4,379	0.9	120,821	25.2	20,339	4.3	158,306	33.0	17,418	3.6	48,969	10.2
Anglo	6,229	112	1.8	64	1.1	1,982	31.8	88	1.4	84	1.4	1,797	28.8	542	8.7	893	14.3	270	4.3	397	6.4
Black	2,197	25	1.2	26	1.2	880	40.0	57	2.6	29	1.3	810	36.8	173	7.9	109	5.0	14	0.6	74	3.4
Hispanic	447,399	9,506	2.1	2,489	0.6	78,683	17.6	5,890	1.3	3,604	0.8	107,461	24.0	18,329	4.1	156,146	34.9	16,973	3.8	48,318	10.8
Other	23,751	398	1.7	170	0.7	8,622	36.2	152	0.7	662	2.8	10,753	45.2	1,495	6.3	1,158	4.9	161	0.7	180	0.8
Number of Students in English as a Second Language Course	181,212	5,640	3.1	1,776	1.0	53,606	29.6	3,775	2.1	2,491	1.4	49,177	27.1	7,973	4.4	44,369	24.5	4,021	2.2	8,375	4.6
Anglo	4,050	88	2.2	41	1.0	1,669	41.0	52	1.3	48	1.3	1,251	30.9	312	7.7	347	8.6	202	5.0	40	1.0
Black	1,529	12	0.8	17	1.1	735	48.0	28	1.8	13	0.9	588	38.5	70	4.6	51	3.3	6	0.4	9	0.6
Hispanic	155,387	5,192	3.3	1,596	1.1	43,329	27.8	3,561	2.3	2,100	1.4	37,907	24.4	6,604	4.3	43,066	27.7	3,753	2.4	8,279	5.3
Other	20,246	357	1.8	122	0.6	7,873	38.9	134	0.7	330	1.6	9,431	46.5	987	4.9	905	4.5	60	0.3	47	0.2
Number of Students Receiving Free/Reduced Lunches	1,713,988	64,863	3.8	46,321	2.7	324,616	18.9	78,198	4.6	61,655	3.6	364,592	21.3	128,803	7.5	471,115	27.5	66,778	3.9	107,047	6.2
Anglo	361,411	17,183	4.8	24,953	6.9	89,209	24.7	34,905	9.7	24,856	6.9	62,109	17.2	40,267	11.1	46,430	12.8	14,624	4.0	6,873	1.9
Black	335,421	7,330	2.2	5,311	1.6	96,984	28.9	29,544	8.8	28,006	8.3	108,190	32.2	33,510	10.0	19,312	5.8	4,545	1.4	2,689	0.8
Hispanic	985,513	39,908	4.0	15,430	1.6	126,813	12.9	13,110	1.3	7,194	0.8	183,203	18.6	32,673	3.3	403,010	40.9	47,209	4.8	96,943	9.8
Other	31,643	442	1.4	605	1.9	11,610	36.7	639	2.0	1,599	5.1	11,090	35.0	2,353	7.4	2,363	7.5	408	1.3	542	1.7

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Table 9: Number and Percent of Students Enrolled, Students who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

Student/Program	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167		2,490,765		601,488		472,573		183,341	
Anglo	1,739,613	46.4	946,040	38.0	429,609	71.4	261,169	55.3	102,795	56.0
Black	536,386	14.3	412,421	16.6	55,483	9.2	51,458	10.9	17,024	9.3
Hispanic	1,375,896	36.7	1,056,578	42.4	100,252	16.7	156,610	33.1	62,456	34.1
Other	96,272	2.6	75,726	3.0	16,144	2.7	3,336	0.7	1,066	0.6
Number of Single Parent Students	2,489		1,640		335		374		140	
Anglo	586	23.5	366	22.3	100	29.9	84	22.5	36	25.7
Black	548	22.0	318	19.4	85	25.4	118	31.6	27	19.3
Hispanic	1,341	53.9	947	57.7	148	44.1	169	45.1	77	55.0
Other	14	0.6	9	0.6	2	0.6	3	0.8	0	0.0
Number of Students in the Gifted and Talented Program	291,311		202,169		42,390		33,815		12,937	
Anglo	184,392	63.3	111,556	55.2	36,461	86.0	25,740	76.1	10,635	82.2
Black	29,553	10.1	26,735	13.2	1,284	3.0	1,208	3.6	326	2.5
Hispanic	64,615	22.2	53,589	26.5	2,657	6.3	6,514	19.3	1,855	14.3
Other	12,751	4.4	10,289	5.1	1,988	4.7	353	1.0	121	1.0
Number of Students in Vocational Programs	633,360		385,089		107,861		100,315		40,095	
Anglo	318,581	50.3	154,569	40.1	79,507	73.7	59,559	59.3	24,946	62.2
Black	95,047	15.0	70,578	18.3	10,069	9.3	10,802	10.8	3,598	9.0
Hispanic	205,425	32.4	148,738	38.6	16,045	14.9	29,296	29.2	11,346	28.3
Other	14,307	2.3	11,204	3.0	2,240	2.1	658	0.7	205	0.5
Number of Dropouts	29,918		21,247		3,665		3,375		1,631	
Anglo	9,364	31.3	5,066	23.8	2,227	60.8	1,431	42.4	640	39.2
Black	5,131	17.2	4,029	19.0	468	12.8	425	12.6	209	12.8
Hispanic	14,929	49.8	11,724	55.2	925	25.2	1,503	44.5	777	47.6
Other	494	1.7	428	2.0	45	1.2	16	0.5	5	0.4

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Table 10: Number and Percent of Students Enrolled who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Metropolitan Status, 1995-96

Student/Program	State	Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167	2,490,765	66.5	601,488	16.0	472,573	12.6	183,341	4.9
Anglo	1,739,613	946,040	54.4	429,609	24.7	261,169	15.0	102,795	5.9
Black	536,386	412,421	76.9	55,483	10.3	51,458	9.6	17,024	3.2
Hispanic	1,375,896	1,056,578	76.8	100,252	7.3	156,610	11.4	62,456	4.5
Other	96,272	75,726	78.6	16,144	16.8	3,336	3.5	1,066	1.1
Number of Single Parent Students	2,489	1,640	65.9	335	13.5	374	15.0	140	5.6
Anglo	586	366	62.5	100	17.1	84	14.3	36	6.1
Black	548	318	58.0	85	15.5	118	21.5	27	5.0
Hispanic	1,341	947	70.6	148	11.0	169	12.6	77	5.8
Other	14	9	64.3	2	14.3	3	21.4	0	0.0
Number of Students in the Gifted and Talented Program	291,311	202,169	69.4	42,390	14.6	33,815	11.6	12,937	4.4
Anglo	184,392	111,556	60.4	36,461	19.8	25,740	14.0	10,635	5.8
Black	29,553	26,735	90.5	1,284	4.3	1,208	4.1	326	1.1
Hispanic	64,615	53,589	82.9	2,657	4.1	6,514	10.1	1,855	2.9
Other	12,751	10,289	80.7	1,988	15.6	353	2.8	121	0.9
Number of Students in Vocational Programs	633,360	385,089	60.8	107,861	17.0	100,315	15.8	40,095	6.4
Anglo	318,581	154,569	48.5	79,507	25.0	59,559	18.7	24,946	7.8
Black	95,047	70,578	74.2	10,069	10.6	10,802	11.4	3,598	3.8
Hispanic	205,425	148,738	72.4	16,045	7.8	29,296	14.3	11,346	5.5
Other	14,307	11,204	78.3	2,240	15.7	658	4.6	205	1.4
Number of Dropouts	29,918	21,247	70.9	3,665	12.3	3,375	11.3	1,631	5.5
Anglo	9,364	5,066	54.1	2,227	23.8	1,431	15.3	640	6.8
Black	5,131	4,029	78.5	468	9.1	425	8.3	209	4.1
Hispanic	14,929	11,724	78.5	925	6.2	1,503	10.1	777	5.2
Other	494	428	86.6	45	9.1	16	3.2	5	1.1

Table 11: Number and Percent of Students Enrolled, who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Within Economic Regions, 1995-96

Student/Program	State		High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167		158,617		106,172		876,125		188,796		137,348		898,984		325,664		773,723		127,663		154,875	
Anglo	1,739,613	46.4	87,076	54.9	76,600	72.2	505,872	57.7	129,517	68.6	87,212	63.4	401,312	44.6	187,607	57.6	184,877	23.9	57,676	45.2	21,784	14.1
Black	536,386	14.3	10,781	6.8	7,328	6.9	157,928	18.0	41,287	21.9	38,313	27.9	189,045	21.0	50,986	15.7	29,684	3.8	6,447	5.1	4,587	3.0
Hispanic	1,375,896	36.7	58,710	37.0	20,884	19.6	179,510	20.5	16,442	8.7	9,342	6.9	269,164	29.9	79,323	24.4	552,617	71.4	62,439	48.8	127,165	82.0
Other	96,272	2.6	2,050	1.3	1,360	1.3	32,815	3.8	1,550	0.8	2,481	1.8	39,463	4.5	7,348	2.3	6,545	0.9	1,101	0.9	1,339	0.9
Number of Single Parent Students	2,489		242		66		338		190		36		291		175		946		138		67	
Anglo	586	23.5	70	28.9	29	43.9	153	45.3	41	21.6	10	27.8	112	38.5	42	24.0	96	10.1	28	20.3	5	7.5
Black	548	22.0	54	22.3	17	25.8	84	24.9	134	70.5	26	72.2	85	29.2	64	36.6	59	6.2	24	17.4	1	1.5
Hispanic	1,341	53.9	117	48.3	20	30.3	96	28.4	15	7.9	0	0.0	92	31.6	68	38.8	787	83.2	85	61.6	61	91.0
Other	14	0.6	1	0.5	0	0.0	5	1.5	0	0.0	0	0.0	2	0.7	1	0.6	4	0.5	1	0.7	0	0.0
Number of Students in the Gifted and Talented Program	291,311		11,298		7,355		87,595		12,976		8,805		65,390		25,037		54,507		9,451		8,897	
Anglo	184,392	63.3	9,657	85.4	6,691	91.0	53,390	60.9	11,667	89.9	7,484	85.0	43,317	66.2	20,186	80.6	22,408	41.1	6,787	71.8	2,805	31.5
Black	29,533	10.1	211	11.0	148	2.0	16,453	18.8	863	6.7	964	10.9	8,014	12.3	1,444	5.8	1,101	2.0	172	1.8	181	2.0
Hispanic	64,615	22.2	1,241	1.7	404	5.5	13,494	15.4	291	2.2	198	2.2	8,329	12.7	2,552	10.2	30,034	55.1	2,305	24.4	5,767	64.8
Other	12,751	4.4	189	1.9	112	1.5	4,258	4.9	155	1.2	159	1.9	5,730	8.8	855	3.4	964	1.8	187	2.0	144	1.7
Number of Students in Vocational Programs	633,360		32,441		25,263		145,237		39,519		27,272		145,617		53,742		121,063		23,775		19,429	
Anglo	318,581	50.3	18,629	57.4	18,573	73.4	88,682	61.1	27,836	70.4	18,244	66.9	66,389	45.6	32,317	60.1	33,827	27.9	11,234	47.3	2,850	14.7
Black	95,047	15.0	2,043	6.3	1,686	6.7	26,408	18.2	8,741	22.1	7,199	26.4	34,414	23.6	8,597	16.0	4,277	3.5	1,120	4.7	562	2.9
Hispanic	205,425	32.4	11,423	35.2	4,687	18.6	24,863	17.1	2,647	6.7	1,429	5.2	39,421	27.1	11,964	22.3	81,909	67.7	11,250	47.3	15,832	81.4
Other	14,307	2.3	346	1.1	317	1.3	5,284	3.6	295	0.8	400	1.5	5,393	3.7	864	1.6	1,052	0.9	171	0.7	185	1.0
Number of Dropouts	29,918		1,336		675		5,430		1,532		1,330		7,681		2,324		6,543		1,359		1,708	
Anglo	9,364	31.3	437	32.7	409	60.6	2,631	48.5	899	58.7	649	48.8	2,075	27.0	863	37.1	813	12.4	430	31.6	158	9.3
Black	5,131	17.2	127	9.5	61	9.0	1,132	20.8	440	28.7	524	39.4	1,956	25.5	495	21.3	257	3.9	83	6.1	56	3.3
Hispanic	14,929	49.8	758	56.7	200	29.6	1,502	27.7	182	11.9	136	10.2	3,448	44.9	942	40.5	5,436	83.1	839	61.7	1,486	86.9
Other	494	1.7	14	1.1	5	0.8	165	3.0	11	0.7	21	1.6	202	2.6	24	1.1	37	0.6	7	0.6	8	0.5

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Table 12: Number and Percent of Students Enrolled, who are Single Parents, Dropouts, or Enrolled in the Gifted and Talented or Vocational Programs in Texas by Race/Ethnicity, Percentaged Across Economic Regions, 1995-96

Student/Program	State	High Plains		Northeast		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Students Enrolled (Fall)	3,748,167	158,617	4.2	106,172	2.8	876,125	23.4	188,796	5.0	137,548	3.7	898,984	24.0	325,664	8.7	773,723	20.6	127,663	3.4	154,875	4.1
Anglo	1,739,613	87,076	5.0	76,680	4.4	505,872	29.1	129,317	7.4	87,212	5.0	401,312	23.1	187,607	10.8	184,077	10.6	57,676	3.3	21,784	1.3
Black	536,306	10,781	2.0	7,328	1.4	157,928	29.4	41,287	7.7	38,313	7.1	189,045	35.2	50,986	9.5	29,684	5.5	6,447	1.2	4,387	0.8
Hispanic	1,375,096	58,710	4.3	20,804	1.5	179,310	13.0	16,442	1.2	9,542	0.7	269,164	19.6	79,323	5.8	552,617	40.2	62,439	4.5	127,145	9.2
Other	96,272	2,050	2.1	1,360	1.4	32,815	34.1	1,550	1.6	2,481	2.6	39,463	41.0	7,348	7.6	6,545	6.8	1,101	1.1	1,339	1.4
Number of Single Parent Students	2,489	242	9.7	66	2.7	338	13.6	190	7.6	36	1.5	291	11.7	175	7.0	946	38.0	138	5.5	67	2.7
Anglo	586	70	11.9	29	4.9	153	26.1	41	7.0	10	1.7	112	19.1	42	7.2	96	16.4	28	4.8	5	0.9
Black	548	54	9.9	17	3.1	84	15.3	134	24.4	26	4.7	85	15.5	64	11.7	59	10.8	24	4.4	1	0.2
Hispanic	1,341	117	8.7	20	1.5	96	7.2	15	1.1	0	0.0	92	6.9	68	5.1	787	58.7	85	6.3	61	4.5
Other	14	1	7.1	0	0.0	5	35.7	0	0.0	0	0.0	2	14.3	1	7.1	4	28.6	1	7.1	0	0.0
Number of Students in the Gifted and Talented Program	291,311	11,298	3.9	7,355	2.5	87,593	30.1	12,976	4.5	8,805	3.0	65,390	22.4	25,057	8.6	54,307	18.7	9,451	3.2	8,897	3.1
Anglo	184,392	9,657	5.2	6,691	3.6	53,398	29.0	11,667	6.3	7,484	4.1	43,317	23.5	20,186	10.9	22,408	12.2	6,787	3.7	2,805	1.5
Black	29,535	211	0.7	148	0.5	16,453	55.7	863	2.9	964	3.3	8,014	27.1	1,444	4.9	1,101	3.7	172	0.6	181	0.6
Hispanic	64,613	1,241	1.9	404	0.6	13,494	20.9	291	0.5	198	0.3	8,329	12.9	2,552	3.9	30,034	46.5	2,305	3.6	5,767	8.9
Other	12,751	189	1.5	112	0.9	4,258	33.4	155	1.2	159	1.2	5,730	44.9	855	6.7	964	7.6	187	1.5	144	1.1
Number of Students in Vocational Programs	633,360	32,441	5.1	25,263	4.0	145,237	22.9	39,319	6.2	27,272	4.3	145,617	23.0	53,742	8.5	121,065	19.1	23,775	3.8	19,429	3.1
Anglo	318,381	18,629	5.8	18,573	5.8	88,682	27.8	27,836	8.7	18,244	5.7	66,309	20.8	32,317	10.1	33,827	10.6	11,234	3.5	2,850	0.9
Black	95,047	2,043	2.1	1,686	1.8	26,408	27.8	8,741	9.2	7,199	7.6	34,414	36.2	8,597	9.0	4,277	4.5	1,120	1.2	562	0.6
Hispanic	205,425	11,423	5.6	4,687	2.3	24,863	12.1	2,447	1.2	1,429	0.7	39,421	19.2	11,964	5.8	81,909	39.9	11,250	5.5	15,832	7.7
Other	14,507	346	2.4	317	2.2	5,284	36.4	295	2.0	400	2.8	5,393	37.2	864	6.0	1,052	7.3	171	1.2	185	1.3
Number of Dropouts	29,918	1,336	4.5	675	2.3	5,430	18.1	1,532	5.1	1,330	4.4	7,681	25.7	2,326	7.8	6,543	21.9	1,359	4.5	1,708	5.7
Anglo	9,364	437	4.7	409	4.4	2,631	28.1	899	9.6	649	6.9	2,075	22.2	863	9.2	813	8.7	430	4.6	158	1.7
Black	5,131	127	2.5	61	1.2	1,132	22.1	440	8.6	524	10.2	1,956	38.1	493	9.6	257	5.0	83	1.6	56	1.1
Hispanic	14,929	758	5.1	200	1.3	1,502	10.1	182	1.2	136	0.9	3,448	23.1	942	6.3	5,436	36.4	839	5.6	1,486	10.0
Other	494	14	2.8	5	1.0	165	33.4	11	2.2	21	4.3	202	40.9	24	4.9	37	7.5	7	1.4	8	1.6

Table 13: Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Metropolitan Status, 1995-96

Reason for Dropping Out	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Dropouts	29,918		21,247		3,665		3,375		1,631	
Anglo	9,364	31.3	5,066	23.8	2,227	60.8	1,431	42.4	640	39.2
Black	5,131	17.2	4,029	19.0	468	12.8	425	12.6	209	12.8
Hispanic	14,929	49.8	11,724	55.2	925	25.2	1,503	44.5	777	47.6
Other	494	1.7	428	2.0	45	1.2	16	0.5	5	0.4
Reason for Dropping Out										
Pursue Job	1,861		1,040		241		419		161	
Anglo	680	36.5	260	25.0	153	63.5	201	48.0	66	41.0
Black	147	7.9	103	9.9	15	6.2	26	6.2	3	1.9
Hispanic	1,018	54.7	663	63.8	71	29.5	192	45.8	92	57.1
Other	16	0.9	14	1.3	2	0.8	0	0.0	0	0.0
Join Military	34		22		7		4		1	
Anglo	12	35.3	6	27.3	4	57.1	1	25.0	1	100.0
Black	7	20.6	6	27.3	1	14.3	0	0.0	0	0.0
Hispanic	13	38.2	9	40.9	2	28.6	2	50.0	0	0.0
Other	2	5.9	1	4.5	0	0.0	1	25.0	0	0.0
Pursuing GED	2,303		1,356		532		322		93	
Anglo	960	41.6	431	31.8	326	61.2	155	48.1	48	51.6
Black	423	18.4	298	22.0	77	14.5	33	10.3	15	16.1
Hispanic	884	38.4	602	44.4	120	22.6	134	41.6	28	30.1
Other	36	1.6	25	1.8	9	1.7	0	0.0	2	2.2
Alternative Program	215		129		33		33		20	
Anglo	78	36.3	35	27.1	24	72.7	10	30.3	9	45.0
Black	53	24.7	39	30.2	4	12.1	8	24.2	2	10.0
Hispanic	82	38.1	54	41.9	5	15.2	14	42.4	9	45.0
Other	2	0.9	1	0.8	0	0.0	1	3.1	0	0.0
Pregnancy	715		325		99		187		104	
Anglo	255	35.7	70	21.5	50	50.5	90	48.1	45	43.3
Black	83	11.6	40	12.3	13	13.1	24	12.8	6	5.8
Hispanic	371	51.9	214	65.8	35	35.4	71	38.0	51	49.0
Other	6	0.8	1	0.4	1	1.0	2	1.1	2	1.9
Married	984		532		82		254		116	
Anglo	218	22.2	61	11.5	49	59.7	72	28.3	36	31.0
Black	14	1.4	9	1.7	3	3.7	2	0.8	0	0.0
Hispanic	748	76.0	460	86.4	30	36.6	178	70.1	80	69.0
Other	4	0.4	2	0.4	0	0.0	2	0.8	0	0.0
Alcohol/Drugs	54		37		6		7		4	
Anglo	21	38.9	10	27.1	4	33.3	4	57.1	3	75.0
Black	15	27.8	12	32.4	0	0.0	2	28.6	1	25.0
Hispanic	18	33.3	15	40.5	2	66.7	1	14.3	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 13, continued

Reason for Dropping Out	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	%	Number	%	Number	%	Number	%	Number	%
Low/Failing Grades	1,163		439		278		314		132	
Anglo	526	45.2	144	32.8	165	59.3	154	49.0	63	47.7
Black	156	13.4	72	16.4	30	10.8	42	13.4	12	9.1
Hispanic	468	40.2	217	49.4	77	27.7	117	37.3	57	43.2
Other	13	1.2	6	1.4	6	2.2	1	0.3	0	0.0
Poor Attendance	8,774		5,425		1,238		1,436		675	
Anglo	3,285	37.4	1,604	29.6	746	60.2	649	45.2	286	42.4
Black	1,645	18.7	1,128	20.8	200	16.2	194	13.5	123	18.2
Hispanic	3,712	42.3	2,578	47.5	281	22.7	587	40.9	266	39.4
Other	132	1.6	115	2.1	11	0.9	6	0.4	0	0.0
Language Problem	35		12		4		12		7	
Anglo	12	34.3	2	16.7	1	25.0	6	50.0	3	42.9
Black	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic	23	65.7	10	83.3	3	75.0	6	50.0	4	57.1
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Age	1,198		926		114		107		51	
Anglo	228	19.0	114	12.3	60	52.6	35	32.7	19	37.3
Black	287	24.0	247	26.7	13	11.4	23	21.5	4	7.8
Hispanic	659	55.0	541	58.4	41	36.0	49	45.8	28	54.9
Other	24	2.0	24	2.6	0	0.0	0	0.0	0	0.0
Homeless	151		92		17		22		20	
Anglo	68	45.0	25	27.2	13	76.5	18	81.8	12	60.0
Black	9	6.0	7	7.6	0	0.0	2	9.1	0	0.0
Hispanic	72	47.7	58	63.0	4	23.5	2	9.1	8	40.0
Other	2	1.3	2	2.2	0	0.0	0	0.0	0	0.0
Expelled (Not for Criminal Behavior)	629		390		125		98		16	
Anglo	198	31.5	92	23.6	69	55.2	31	31.6	6	37.5
Black	126	20.0	78	20.0	19	15.2	27	27.6	2	12.5
Hispanic	300	47.7	216	55.4	36	28.8	40	40.8	8	50.0
Other	5	0.8	4	1.0	1	0.8	0	0.0	0	0.0
TAAS/Too Low-Not Making Grade Requirements	495		346		63		66		20	
Anglo	101	20.4	40	11.6	35	55.6	19	28.8	7	35.0
Black	163	32.9	133	38.4	13	20.6	16	24.2	1	5.0
Hispanic	214	43.2	157	45.4	15	23.8	30	45.5	12	60.0
Other	17	3.5	16	4.6	0	0.0	1	1.5	0	0.0
Unknown	12,700		10,532		1,153		593		422	
Anglo	3,409	26.8	2,282	21.7	737	63.9	248	41.8	142	33.6
Black	2,124	16.7	1,879	17.8	111	9.6	81	13.7	53	12.6
Hispanic	6,923	54.5	6,151	58.4	286	24.8	260	43.8	226	53.6
Other	244	2.0	220	2.1	19	1.7	4	0.7	1	0.2

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Table 14: Number and Percent of Students Dropping Out of School in Texas by Reason for Dropping Out and Race/Ethnicity, Percentaged Within Economic Regions, 1995-96

Reason for Dropping Out	Texas		High Plains		Northwest		Metroplex		Upper East Texas	
	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Dropouts	29,918		1,336		673		5,430		1,532	
Anglo	9,364	31.3	437	32.7	409	60.8	2,631	48.5	899	58.7
Black	5,131	17.2	127	9.5	61	9.1	1,132	20.8	440	28.7
Hispanic	14,929	49.9	758	56.7	198	29.4	1,503	27.7	182	11.9
Other	494	1.7	14	1.1	5	0.7	165	3.0	11	0.7
Reason for Dropping Out										
Pursue Job	1,861		91		62		360		135	
Anglo	680	36.5	39	42.9	31	50.0	192	53.3	97	71.9
Black	147	7.9	0	0.0	6	9.7	39	10.8	15	11.1
Hispanic	1,018	54.7	52	57.1	25	40.3	121	33.6	23	17.0
Other	16	0.9	0	0.0	0	0.0	8	2.2	0	0.0
Join Military	34		1		0		12		1	
Anglo	12	35.3	1	100.0	0	0	7	58.3	0	0.0
Black	7	20.6	0	0.0	0	0	3	25.0	1	100.0
Hispanic	13	38.2	0	0.0	0	0	1	8.3	0	0.0
Other	2	5.9	0	0.0	0	0	1	8.3	0	0.0
Pursuing GED	2,303		81		42		366		123	
Anglo	960	41.6	29	35.8	31	73.8	282	77.0	85	69.1
Black	423	18.4	11	13.6	1	2.4	33	9.0	20	16.3
Hispanic	884	38.4	41	50.6	10	23.8	41	11.2	17	13.8
Other	36	1.6	0	0.0	0	0.0	10	2.7	1	0.8
Alternative Program	215		3		6		33		21	
Anglo	78	36.3	1	33.3	5	83.3	9	27.3	15	71.4
Black	53	24.7	1	33.3	0	0.0	14	42.4	4	19.0
Hispanic	82	38.1	1	33.3	1	16.7	10	30.3	1	4.8
Other	2	0.9	0	0.0	0	0.0	0	0.0	1	4.8
Pregnancy	715		65		35		91		66	
Anglo	255	35.7	22	33.8	15	42.9	60	65.9	47	71.2
Black	83	11.6	1	1.5	0	0.0	12	13.2	13	19.7
Hispanic	371	51.9	41	63.1	19	54.3	18	19.8	6	9.1
Other	6	0.8	1	1.5	1	2.9	1	1.1	0	0.0
Married	984		86		35		94		44	
Anglo	218	22.2	21	24.4	18	51.4	47	50.0	33	75.0
Black	14	1.4	1	1.2	0	0.0	3	3.2	2	4.5
Hispanic	748	76.0	64	74.4	17	48.6	42	44.7	9	20.5
Other	4	0.4	0	0.0	0	0.0	2	2.1	0	0.0
Alcohol/Drugs	54		5		3		16		2	
Anglo	21	38.9	2	40.0	3	100.0	7	43.8	2	100.0
Black	15	27.8	2	40.0	0	0.0	7	43.8	0	0.0
Hispanic	18	33.3	1	20.0	0	0.0	2	12.5	0	0.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Reason for Dropping Out	Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Number of Dropouts	1,330		7,681		2,324		6,543		1,359		1,708	
Anglo	649	48.8	2,075	27.0	863	37.1	813	12.4	430	31.6	158	9.3
Black	524	39.4	1,956	25.5	495	21.3	257	3.9	83	6.1	56	3.3
Hispanic	136	10.2	3,448	44.9	942	40.5	5,436	83.1	839	61.7	1,486	86.9
Other	21	1.6	202	2.6	24	1.0	37	0.6	7	0.5	8	0.5
Reason for Dropping Out												
Pursue Job	89		329		97		527		114		57	
Anglo	59	66.3	105	31.9	46	47.4	84	15.9	26	22.8	1	1.8
Black	18	20.2	49	14.9	8	8.2	9	1.7	3	2.6	0	0.0
Hispanic	12	13.5	168	51.1	43	44.3	433	82.2	85	74.6	56	98.2
Other	0	0.0	7	2.1	0	0.0	1	0.2	0	0.0	0	0.0
Join Military	0		7		4		9		0		0	
Anglo	0	0.0	1	14.3	3	75.0	0	0.0	0	0.0	0	0.0
Black	0	0.0	2	28.6	0	0.0	1	11.1	0	0.0	0	0.0
Hispanic	0	0.0	4	57.1	1	25.0	7	77.8	0	0.0	0	0.0
Other	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0
Pursuing GED	150		899		137		434		55		16	
Anglo	74	49.3	305	33.9	72	52.6	65	15.0	16	29.1	1	6.3
Black	69	46.0	239	26.6	27	19.7	23	5.3	0	0.0	0	0.0
Hispanic	3	2.0	341	37.9	36	26.3	341	78.6	39	70.9	15	93.7
Other	4	2.7	14	1.6	2	1.5	5	1.2	0	0.0	0	0.0
Alternative Program	7		67		10		50		9		9	
Anglo	4	57.1	29	43.3	3	30.0	9	18.0	3	33.3	0	0.0
Black	3	42.9	23	34.3	2	20.0	4	8.0	2	22.2	0	0.0
Hispanic	0	0.0	14	20.9	5	50.0	37	74.0	4	44.4	9	100.0
Other	0	0.0	1	1.5	0	0.0	0	0.0	0	0.0	0	0.0
Pregnancy	40		110		38		222		28		20	
Anglo	28	70.0	28	25.5	21	55.3	25	11.3	6	21.4	3	15.0
Black	11	27.5	32	29.1	4	10.5	7	3.2	2	7.1	1	5.0
Hispanic	1	2.5	50	45.4	13	34.2	187	84.2	20	71.4	16	80.0
Other	0	0.0	0	0.0	0	0.0	3	1.4	0	0.0	0	0.0
Married	39		118		46		411		80		31	
Anglo	29	74.4	21	17.8	27	58.7	14	3.4	7	8.8	1	3.2
Black	0	0.0	6	5.1	1	2.2	1	0.2	0	0.0	0	0.0
Hispanic	9	23.1	90	76.3	18	39.1	396	96.4	73	91.2	30	96.8
Other	1	2.6	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0
Alcohol/Drugs	1		15		4		6		1		1	
Anglo	1	100.0	3	20.0	2	50.0	0	0.0	1	100.0	0	0.0
Black	0	0.0	6	40.0	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic	0	0.0	6	40.0	2	50.0	6	100.0	0	0.0	1	100.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

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Table 14, continued

Student/Program	Texas		High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Low/Failing Grades	1,163		53		83		122		161		72		232		83		293		51		13	
Anglo	526	45.2	17	32.1	50	60.2	90	73.8	107	66.5	47	65.3	104	44.8	42	50.6	44	15.0	25	49.0	0	0.0
Black	156	13.4	4	7.5	9	10.8	10	8.2	32	19.9	22	30.6	55	23.7	12	14.5	11	3.8	1	2.0	0	0.0
Hispanic	468	40.2	32	60.4	22	26.5	21	17.2	21	13.0	2	2.8	70	30.2	26	31.3	236	80.5	25	49.0	13	100.0
Other	13	1.1	0	0.0	2	2.5	1	0.8	1	0.6	1	1.4	3	1.3	3	3.6	2	0.7	0	0.0	0	0.0
Poor Attendance	8,774		472		304		1,548		694		532		2,347		623		1,622		337		295	
Anglo	3,283	37.4	161	34.1	190	62.5	929	60.0	407	58.6	271	50.9	711	30.3	235	37.7	245	15.1	113	33.5	23	7.8
Black	1,643	18.7	36	7.6	32	10.5	247	16.0	212	30.5	210	39.5	674	28.7	149	23.9	50	3.1	22	6.5	13	4.4
Hispanic	3,713	42.3	270	57.2	81	26.6	330	21.3	69	9.9	48	9.0	906	38.6	233	37.4	1,320	81.4	199	59.1	256	86.8
Other	135	1.6	5	1.1	1	0.4	42	2.7	6	1.0	3	0.6	56	2.4	6	1.0	7	0.4	3	0.9	3	1.0
Language Problem	35		1		0		3		3		1		4		7		6		3		5	
Anglo	12	34.3	0	0.0	0	0.0	0	0.0	2	66.7	0	0.0	1	25.0	5	71.4	1	16.7	2	66.7	1	20.0
Black	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic	23	65.7	1	100.0	0	0.0	3	100.0	1	33.3	1	100.0	3	75.0	2	28.6	5	83.3	1	33.3	4	80.0
Other	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Age	1,198		75		20		140		75		19		600		25		217		9		18	
Anglo	228	19.0	28	37.3	12	60.0	50	35.7	29	38.6	10	52.6	61	10.2	10	40.0	26	12.0	1	11.1	1	5.6
Black	287	24.0	12	16.0	3	15.0	44	31.4	20	26.7	8	42.1	193	32.2	1	4.0	5	2.3	0	0.0	1	5.6
Hispanic	659	55.0	35	46.7	5	25.0	37	26.4	26	34.7	1	5.3	332	55.3	14	56.0	185	85.2	8	88.9	16	88.8
Other	24	2.0	0	0.0	0	0.0	9	6.5	0	0.0	0	0.0	14	2.3	0	0.0	1	0.5	0	0.0	0	0.0
Homeless	151		3		3		15		19		2		28		10		53		16		2	
Anglo	68	45.0	2	66.7	2	66.7	11	73.3	18	94.7	2	100.0	14	49.9	6	60.0	5	9.4	8	50.0	0	0.0
Black	9	6.0	0	0.0	0	0.0	1	6.7	1	5.3	0	0.0	5	17.9	0	0.0	0	0.0	2	12.5	0	0.0
Hispanic	72	47.7	1	33.3	1	33.3	2	13.3	0	0.0	0	0.0	8	28.6	4	40.0	48	90.6	6	37.5	2	100.0
Other	2	1.3	0	0.0	0	0.0	1	6.7	0	0.0	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	0	0.0
Expelled (Not for Criminal Behavior)	629		28		9		156		33		28		114		75		108		15		63	
Anglo	198	31.5	6	21.4	3	33.3	78	50.0	21	63.6	10	35.7	33	28.9	31	41.3	9	8.3	4	26.7	3	4.8
Black	126	20.0	4	14.3	4	44.4	35	22.4	11	33.3	18	64.3	33	28.9	14	18.7	2	1.9	0	0.0	5	7.9
Hispanic	300	47.7	18	64.3	2	22.3	39	25.0	1	3.1	0	0.0	47	41.2	30	40.0	97	89.8	11	73.3	55	87.3
Other	5	0.8	0	0.0	0	0.0	4	2.6	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0
TAAS/Two Low-Not Making Grade Requirements	495		17		31		96		25		14		153		13		112		27		7	
Anglo	101	20.4	3	17.6	19	61.3	26	27.1	4	16.0	11	78.7	16	10.5	5	38.5	14	12.5	3	11.1	0	0.0
Black	163	32.9	3	17.6	1	3.2	38	39.6	17	68.0	1	7.1	72	47.0	5	38.5	19	17.0	6	22.2	1	14.3
Hispanic	214	43.2	11	64.8	10	32.3	29	30.2	4	16.0	1	7.1	54	35.3	3	23.0	78	69.6	18	66.7	6	85.7
Other	17	3.5	0	0.0	1	3.2	3	3.1	0	0.0	1	7.1	11	7.2	0	0.0	1	0.9	0	0.0	0	0.0
Unknown	12,700		432		96		2,509		385		430		2,906		1,242		2,839		664		1,197	
Anglo	3,409	26.8	137	31.7	61	63.5	944	37.6	200	51.9	179	41.6	791	27.2	405	32.6	325	11.4	242	36.4	125	10.4
Black	2,124	16.7	55	12.7	8	8.4	653	26.0	135	35.1	180	41.8	596	20.5	283	22.8	133	4.7	45	6.8	36	3.0
Hispanic	6,923	54.5	232	53.7	27	28.1	826	32.9	47	12.2	60	14.0	1423	49.0	540	43.5	2364	83.3	373	56.2	1,031	86.1
Other	244	2.0	8	1.9	0	0.0	86	3.5	3	0.8	11	2.6	96	3.3	14	1.1	17	0.6	4	0.6	5	0.5

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Table 15: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Metropolitan Status, 1995-96

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
State						
Third Grade						
Reading	80.0	88.6	65.4	72.2	89.8	70.2
Math	76.0	84.8	59.4	68.4	85.8	63.8
Fourth Grade						
Reading	77.8	86.2	62.6	69.8	85.2	63.4
Math	77.6	86.2	59.8	71.0	87.2	54.4
Writing	85.8	90.6	76.4	82.0	90.0	66.6
Fifth Grade						
Reading	82.4	90.4	69.0	74.8	88.2	70.0
Math	78.2	87.0	58.0	71.8	89.0	64.8
Sixth Grade						
Reading	77.6	89.6	63.4	65.2	86.0	59.6
Math	77.0	87.6	60.0	67.0	87.2	57.6
Seventh Grade						
Reading	81.8	91.2	70.4	72.2	87.2	65.0
Math	70.4	83.8	49.8	57.8	84.4	44.8
Eighth Grade						
Reading	77.4	89.4	62.8	65.0	83.8	52.4
Math	67.8	81.8	46.4	54.4	83.8	38.6
Writing	75.8	86.8	64.2	63.8	83.4	43.6
Tenth Grade						
Reading	81.2	91.2	70.6	69.0	79.8	61.8
Math	65.4	78.2	44.2	52.2	79.0	40.6
Writing	85.2	93.0	76.0	76.0	82.4	61.2
Metropolitan Central City						
Third Grade						
Reading	79.2	89.4	66.0	72.8	89.4	69.0
Math	75.2	85.6	60.2	69.2	87.8	61.8
Fourth Grade						
Reading	77.2	87.4	63.4	70.8	87.4	57.8
Math	76.8	86.6	60.4	71.6	89.6	48.0
Writing	86.0	91.8	77.4	82.8	92.8	64.2
Fifth Grade						
Reading	82.0	91.4	69.8	75.8	90.8	66.4
Math	77.6	88.2	58.6	72.6	91.4	60.4

Table 15, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	76.2	75.2	64.0	65.2	87.2	54.8
Math	75.2	88.0	60.0	66.8	88.8	54.6
Seventh Grade						
Reading	80.4	91.8	70.4	72.0	88.6	61.0
Math	67.8	84.4	49.2	56.8	85.8	39.6
Eighth Grade						
Reading	75.6	89.8	63.2	64.8	84.4	51.2
Math	65.4	82.4	46.4	53.8	84.4	37.6
Writing	74.2	87.6	64.6	63.4	83.8	43.8
Tenth Grade						
Reading	79.8	91.8	71.8	69.0	80.6	57.2
Math	63.6	79.0	45.2	51.8	80.4	38.6
Writing	83.8	93.4	76.2	75.6	84.0	60.0
			Metropolitan Suburban			
Third Grade						
Reading	84.8	88.6	68.6	73.4	92.8	86.0
Math	80.4	84.6	61.0	68.6	88.8	77.0
Fourth Grade						
Reading	81.6	86.0	64.2	68.2	88.4	81.6
Math	81.2	85.8	60.8	68.6	88.6	63.4
Writing	87.2	90.0	75.6	79.4	91.0	76.2
Fifth Grade						
Reading	86.0	89.8	70.4	74.2	90.6	84.0
Math	81.0	85.6	58.4	69.0	91.2	72.8
Sixth Grade						
Reading	84.2	89.4	65.8	68.2	92.4	71.4
Math	82.2	87.2	60.8	68.6	91.4	64.8
Seventh Grade						
Reading	86.6	90.6	72.2	75.2	91.4	79.4
Math	77.4	83.6	52.2	60.4	89.0	62.6
Eighth Grade						
Reading	83.6	89.0	65.2	67.2	90.4	69.6
Math	74.8	81.2	49.0	57.0	89.8	47.4
Writing	81.0	86.0	65.6	65.0	89.8	55.0
Tenth Grade						
Reading	86.4	91.0	70.4	72.2	87.6	71.6
Math	70.8	76.8	43.6	52.6	86.0	47.0
Writing	88.8	92.4	77.2	77.0	88.8	65.0

Table 15, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Non-Metropolitan Adjacent						
Third Grade						
Reading	77.6	85.8	59.4	68.8	83.2	61.6
Math	73.6	82.4	53.0	64.4	42.4	63.0
Fourth Grade						
Reading	75.4	83.4	56.0	66.4	37.2	71.4
Math	77.6	85.2	56.6	70.2	39.0	75.0
Writing	83.6	87.4	73.0	79.8	41.6	68.8
Fifth Grade						
Reading	80.4	88.2	62.2	71.0	38.8	73.0
Math	77.4	85.4	53.2	69.6	43.4	78.8
Sixth Grade						
Reading	76.0	87.2	56.4	61.8	34.6	67.2
Math	7.6	86.8	59.0	66.6	36.4	65.8
Seventh Grade						
Reading	82.0	90.0	67.8	71.2	40.4	65.0
Math	72.4	82.6	49.8	59.8	36.6	52.4
Eighth Grade						
Reading	78.0	88.2	57.8	64.4	41.8	45.4
Math	69.0	80.2	42.8	55.4	42.0	37.0
Writing	76.4	85.4	60.8	64.4	44.4	34.6
Tenth Grade						
Reading	81.4	90.2	63.2	68.2	34.8	73.0
Math	67.2	7.8	39.2	54.0	30.0	42.8
Writing	86.4	92.6	72.4	77.6	34.2	58.6
Non-Metropolitan Non-Adjacent						
Third Grade						
Reading	79.2	86.6	55.8	71.2	88.8	63.6
Math	76.4	83.4	50.8	69.6	54.2	42.8
Fourth Grade						
Reading	76.6	85.0	51.8	66.8	37.6	87.6
Math	77.6	85.4	49.8	69.8	40.2	87.6
Writing	83.4	88.6	62.8	79.0	37.6	87.6
Fifth Grade						
Reading	80.8	88.4	61.2	70.6	49.2	77.0
Math	79.0	87.2	55.0	69.2	42.8	71.4

Table 15, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	78.4	87.8	59.6	65.6	52.0	83.4
Math	79.8	87.8	60.0	70.0	55.6	50.0
Seventh Grade						
Reading	83.8	91.4	71.8	72.8	51.8	79.0
Math	74.6	84.6	53.2	61.6	51.2	40.0
Eighth Grade						
Reading	79.2	88.8	57.4	65.4	51.2	81.8
Math	72.0	82.2	46.6	57.4	45.6	55.6
Writing	78.0	86.6	63.0	64.8	50.0	62.6
Tenth Grade						
Reading	81.8	90.2	67.0	68.4	40.6	63.4
Math	66.4	77.2	39.6	51.0	26.6	42.0
Writing	87.2	93.0	76.0	78.2	40.0	70.4

Table 16: Percent of Students Passing TAAS in Texas by Subject Area, Grade Level, Race/Ethnicity and Economic Region, 1995-96

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
State						
Third Grade						
Reading	80.0	88.6	65.4	72.2	89.8	70.2
Math	76.0	84.8	59.4	68.4	85.8	63.8
Fourth Grade						
Reading	77.8	86.2	62.6	69.8	85.2	63.4
Math	77.6	86.2	59.8	71.0	87.2	54.4
Writing	85.8	90.6	76.4	82.0	90.0	66.6
Fifth Grade						
Reading	82.4	90.4	69.0	74.8	88.2	70.0
Math	78.2	87.0	58.0	71.8	89.0	64.8
Sixth Grade						
Reading	77.6	89.6	63.4	65.2	86.0	59.6
Math	77.0	87.6	60.0	67.0	87.2	57.6
Seventh Grade						
Reading	81.8	91.2	70.4	72.2	87.2	65.0
Math	70.4	83.8	49.8	57.8	84.4	44.8
Eighth Grade						
Reading	77.4	89.4	62.8	65.0	83.8	52.4
Math	67.8	81.8	46.4	54.4	83.8	38.6
Writing	75.8	86.8	64.2	63.8	83.4	43.6
Tenth Grade						
Reading	81.2	91.2	70.6	69.0	79.8	61.8
Math	65.4	78.2	44.2	52.2	79.0	40.6
Writing	85.2	93.0	76.0	76.0	82.4	61.2
High Plains						
Third Grade						
Reading	81.0	89.6	61.2	70.6	89.6	93.2
Math	77.2	86.4	57.8	65.8	76.4	93.4
Fourth Grade						
Reading	79.2	88.6	59.0	66.6	71.8	91.6
Math	80.2	88.6	58.6	69.8	73.4	84.6
Writing	86.6	92.2	71.6	80.0	78.0	57.2
Fifth Grade						
Reading	84.4	92.4	67.2	73.6	86.2	92.8
Math	81.4	89.4	62.0	71.2	83.8	76.8

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	81.2	91.0	61.6	68.0	72.8	83.4
Math	82.6	90.4	62.4	72.8	78.6	66.6
Seventh Grade						
Reading	85.2	92.2	69.4	75.8	76.0	56.6
Math	75.4	85.0	49.2	63.2	73.2	39.2
Eighth Grade						
Reading	80.2	90.6	59.2	65.6	76.0	36.2
Math	73.0	84.2	41.0	59.0	80.0	30.6
Writing	79.0	87.8	60.8	66.8	74.6	21.8
Tenth Grade						
Reading	84.4	92.2	65.6	72.4	73.4	73.6
Math	70.6	80.8	41.0	56.0	62.2	45.0
Writing	88.2	93.4	71.4	81.2	77.6	77.8
			Northwest			
Third Grade						
Reading	84.0	88.4	66.6	72.0	94.4	72.2
Math	81.0	85.0	63.4	71.2	81.8	55.6
Fourth Grade						
Reading	80.2	84.8	58.6	69.0	71.8	71.4
Math	82.8	87.2	63.4	71.6	74.8	66.6
Writing	87.4	89.4	78.6	81.6	82.6	100.0
Fifth Grade						
Reading	84.6	88.6	71.6	72.4	71.2	80.0
Math	83.0	86.4	68.0	73.4	71.4	62.6
Sixth Grade						
Reading	83.6	88.6	68.2	67.6	79.4	80.0
Math	85.0	88.4	69.4	74.8	87.0	60.0
Seventh Grade						
Reading	88.6	91.8	76.0	79.4	76.0	66.6
Math	80.0	85.0	58.6	65.4	77.4	57.2
Eighth Grade						
Reading	84.2	88.6	65.8	70.2	80.2	60.0
Math	75.8	81.0	50.6	60.6	74.8	40.0
Writing	83.0	87.0	69.6	70.0	53.6	33.4
Tenth Grade						
Reading	87.6	91.0	75.8	74.4	81.4	87.6
Math	71.8	77.4	45.6	52.2	73.2	75.0
Writing	90.8	93.2	82.2	82.0	80.6	83.4

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Metroplex						
Third Grade						
Reading	81.0	88.8	62.2	70.8	89.4	67.0
Math	76.2	84.4	56.2	65.4	87.0	53.0
Fourth Grade						
Reading	78.6	86.2	58.4	69.2	88.4	57.6
Math	77.6	85.6	55.2	69.4	89.6	46.2
Writing	85.8	90.4	72.8	81.2	92.6	60.2
Fifth Grade						
Reading	83.2	90.2	65.0	74.2	90.2	69.2
Math	78.4	86.6	54.0	70.4	91.0	56.6
Sixth Grade						
Reading	82.0	90.2	65.0	68.6	88.4	64.2
Math	80.2	87.8	62.2	68.6	89.2	62.8
Seventh Grade						
Reading	84.0	91.2	68.4	74.0	87.0	66.0
Math	73.4	84.0	48.8	58.8	83.8	40.6
Eighth Grade						
Reading	80.4	89.2	61.4	66.6	86.0	57.8
Math	71.8	82.4	46.6	56.0	84.6	42.6
Writing	79.4	87.2	63.2	67.2	84.8	48.4
Tenth Grade						
Reading	84.2	91.8	72.0	67.2	82.0	57.4
Math	69.4	79.0	47.2	51.6	81.6	34.4
Writing	87.0	93.2	77.0	72.2	84.8	59.0
Upper East Texas						
Third Grade						
Reading	80.0	86.2	61.8	71.4	85.2	58.4
Math	75.4	82.4	54.4	66.8	67.8	68.0
Fourth Grade						
Reading	77.6	84.4	55.0	72.6	74.8	74.0
Math	78.8	85.2	57.6	75.8	75.8	65.2
Writing	84.8	89.0	71.4	80.2	77.8	75.0
Fifth Grade						
Reading	82.6	88.4	64.6	73.8	59.6	58.4
Math	77.6	84.6	54.0	71.0	60.2	58.4

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	79.4	87.0	58.6	63.0	55.4	60.0
Math	79.8	86.8	58.4	69.8	55.4	57.2
Seventh Grade						
Reading	84.8	89.6	72.0	73.0	63.8	77.2
Math	75.4	83.0	52.4	62.4	57.2	59.0
Eighth Grade						
Reading	81.0	87.6	61.2	66.0	56.2	63.6
Math	71.6	79.8	45.8	56.8	52.8	47.8
Writing	80.0	85.4	64.2	64.0	57.2	88.8
Tenth Grade						
Reading	83.2	89.2	66.8	63.8	54.0	79.4
Math	68.6	77.0	40.8	53.6	50.0	47.0
Writing	88.2	92.8	77.8	67.8	55.4	76.4
			Southeast Texas			
Third Grade						
Reading	77.8	84.8	61.8	72.6	83.4	75.8
Math	72.8	80.6	54.8	69.0	82.8	70.0
Fourth Grade						
Reading	75.6	83.6	57.0	71.0	59.8	72.8
Math	73.8	82.2	54.4	68.0	66.4	48.4
Writing	83.8	88.4	73.6	77.4	73.2	72.8
Fifth Grade						
Reading	81.2	87.6	65.4	75.4	73.0	76.4
Math	74.4	82.4	53.6	70.2	84.8	70.6
Sixth Grade						
Reading	74.6	84.8	53.0	59.8	73.4	76.4
Math	73.0	82.4	51.8	63.0	80.2	70.6
Seventh Grade						
Reading	82.4	89.4	66.4	72.6	74.0	76.4
Math	69.8	79.6	46.0	60.4	70.6	47.0
Eighth Grade						
Reading	78.2	86.2	60.0	64.4	61.6	57.2
Math	66.8	75.8	44.8	52.6	72.0	50.0
Writing	76.2	82.6	63.0	60.4	69.2	37.6
Tenth Grade						
Reading	81.0	88.2	65.2	68.8	72.2	46.4
Math	63.0	73.0	38.6	53.4	70.4	35.8
Writing	85.4	91.4	72.8	72.2	71.8	59.2

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Gulf Coast						
Third Grade						
Reading	82.6	90.2	70.0	76.0	91.4	70.0
Math	79.2	87.2	65.6	72.4	91.4	69.0
Fourth Grade						
Reading	81.6	88.2	70.0	75.4	90.6	62.0
Math	81.0	88.2	66.6	75.8	93.2	61.2
Writing	89.2	93.0	82.6	85.4	94.8	69.8
Fifth Grade						
Reading	85.4	91.8	74.8	79.4	92.8	60.0
Math	80.8	88.6	64.0	75.8	94.0	60.2
Sixth Grade						
Reading	78.2	90.2	65.6	64.2	89.0	48.6
Math	77.0	88.2	61.2	66.0	90.8	51.8
Seventh Grade						
Reading	82.0	91.4	72.2	71.0	90.8	66.6
Math	70.4	84.6	50.6	55.8	89.2	52.8
Eighth Grade						
Reading	77.8	89.8	64.8	63.8	87.0	48.2
Math	68.0	82.4	47.4	53.6	88.2	39.2
Writing	75.8	87.0	66.0	60.4	86.6	39.8
Tenth Grade						
Reading	81.0	91.2	71.4	66.6	83.6	58.6
Math	65.6	78.4	45.8	49.8	85.4	43.6
Writing	84.2	92.8	75.8	71.6	86.8	57.6
Central Texas						
Third Grade						
Reading	80.2	87.8	64.0	69.6	89.0	81.0
Math	74.8	83.8	54.8	62.8	82.2	64.2
Fourth Grade						
Reading	76.8	85.0	60.2	64.2	84.2	85.8
Math	76.0	84.6	56.2	64.4	83.8	75.0
Writing	83.8	88.6	72.6	77.0	89.4	69.2
Fifth Grade						
Reading	82.4	89.8	66.2	70.6	86.0	71.4
Math	78.2	87.2	54.8	66.4	86.0	71.4

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	79.2	89.4	59.4	63.6	87.0	66.6
Math	77.0	87.2	55.2	62.4	86.0	61.8
Seventh Grade						
Reading	83.6	91.6	68.4	71.2	87.6	75.0
Math	72.6	84.4	48.0	54.8	83.8	60.0
Eighth Grade						
Reading	79.6	90.0	60.4	61.6	84.0	56.0
Math	69.9	82.0	43.2	50.2	84.0	32.2
Writing	78.0	87.8	61.0	60.0	83.6	42.8
Tenth Grade						
Reading	84.2	91.8	68.4	69.6	71.8	59.6
Math	66.8	77.8	36.8	49.0	67.8	50.8
Writing	86.8	93.0	73.8	76.0	74.0	56.6
South Texas						
Third Grade						
Reading	75.6	87.8	65.0	71.2	88.2	67.8
Math	72.2	84.0	56.4	68.4	67.2	63.0
Fourth Grade						
Reading	73.4	85.8	63.0	69.0	67.2	59.0
Math	74.2	85.6	58.4	70.4	69.0	46.6
Writing	83.8	89.4	76.0	82.0	71.4	68.0
Fifth Grade						
Reading	78.6	90.8	69.4	74.2	73.4	69.0
Math	75.4	87.4	57.0	71.6	70.6	67.4
Sixth Grade						
Reading	70.6	89.8	64.4	63.4	75.6	56.6
Math	71.0	87.4	57.0	65.4	74.2	50.8
Seventh Grade						
Reading	83.6	91.6	68.4	71.2	81.2	50.0
Math	72.6	84.4	48.0	54.8	77.4	36.4
Eighth Grade						
Reading	79.6	90.0	60.4	61.6	75.0	46.2
Math	69.6	82.0	43.2	50.2	71.8	28.6
Writing	78.0	87.8	61.0	60.0	77.8	35.8
Tenth Grade						
Reading	76.6	92.2	74.6	70.0	67.4	71.6
Math	60.0	79.0	45.6	52.8	58.0	38.6
Writing	82.4	93.4	77.8	78.0	66.8	64.2

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Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
West Texas						
Third Grade						
Reading	78.8	88.8	64.0	70.0	89.0	55.6
Math	75.4	85.4	59.0	66.6	77.2	50.0
Fourth Grade						
Reading	75.6	85.8	59.2	66.4	73.8	57.2
Math	78.6	87.4	59.0	71.4	69.8	64.2
Writing	84.4	89.8	71.2	80.0	78.2	60.0
Fifth Grade						
Reading	79.4	89.6	64.6	70.2	82.0	66.6
Math	77.4	87.6	50.8	69.2	83.6	83.4
Sixth Grade						
Reading	77.4	89.0	64.8	66.4	73.2	50.0
Math	79.6	88.2	64.8	72.2	74.0	75.0
Seventh Grade						
Reading	80.6	90.6	68.6	71.2	74.6	100.0
Math	72.0	83.8	47.6	62.0	69.6	57.2
Eighth Grade						
Reading	75.0	87.6	60.6	63.6	59.8	50.0
Math	67.0	79.6	44.4	56.4	57.8	40.0
Writing	71.2	83.6	58.0	60.0	67.6	25.0
Tenth Grade						
Reading	78.2	90.0	68.2	65.6	75.6	68.2
Math	63.4	76.4	35.4	51.6	71.8	41.0
Writing	84.4	93.0	71.6	75.8	80.6	57.2
Upper Rio Grande						
Third Grade						
Reading	79.2	88.0	73.4	77.2	91.2	50.0
Math	75.8	84.2	65.4	74.0	79.8	63.6
Fourth Grade						
Reading	74.4	85.0	67.8	72.0	77.8	66.6
Math	74.2	82.8	61.6	72.6	78.8	58.4
Writing	83.8	87.8	79.0	83.0	84.6	85.8
Fifth Grade						
Reading	79.2	90.6	80.0	76.6	89.4	79.0
Math	74.2	84.4	62.2	72.4	81.6	84.2

Table 16, continued

Grade Level by Subject Area	Total	Anglo	Black	Hispanic	Other	Ethnicity Not Reported
Sixth Grade						
Reading	73.0	91.4	76.2	69.2	84.8	60.0
Math	73.2	86.8	64.2	70.8	81.6	60.0
Seventh Grade						
Reading	80.0	92.4	84.8	77.4	86.6	66.6
Math	65.2	82.6	61.6	61.8	77.0	16.6
Eighth Grade						
Reading	75.0	92.4	77.8	71.4	93.2	81.8
Math	63.4	80.8	56.2	60.0	80.8	50.0
Writing	73.2	88.0	78.2	70.0	87.6	71.4
Tenth Grade						
Reading	74.8	92.8	83.0	70.8	75.2	41.0
Math	57.8	78.6	48.6	53.8	66.0	23.8
Writing	80.8	93.6	80.4	78.2	81.4	59.0

Table 17: Campus Performance Rating in Texas and by Metropolitan Status, 1995-96

Performance Rating	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	6,643		3,602		1,066		1,383		592	
Exemplary	394	5.9	230	6.4	82	7.7	57	4.1	25	4.2
Recognized	1,305	19.6	636	17.7	263	24.7	267	19.3	139	23.5
Acceptable	4,127	62.1	2,283	63.4	604	56.6	893	64.6	347	58.6
Low Performing	112	1.7	63	1.7	17	1.6	17	1.3	15	2.6
Pending	309	4.7	169	4.7	45	4.2	67	4.8	28	4.7
Not Rated	396	6.0	221	6.1	55	5.2	82	5.9	38	6.4

Table 18: Campus Performance Rating in Texas and by Economic Region, 1995-96

Performance Rating	State		High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total	6,643		434		346		1,435		467		294		1,201		631		1,307		309		219	
Exemplary	394	5.9	36	8.3	19	5.5	134	9.3	10	2.1	6	2.0	116	9.7	21	3.3	38	2.9	10	3.2	4	1.9
Recognized	1,305	19.6	111	25.6	91	26.3	313	21.8	104	22.3	54	18.4	238	19.8	117	18.5	195	14.9	50	16.2	32	14.6
Acceptable	4,127	62.1	246	56.6	180	52.0	857	59.7	304	65.0	192	65.3	706	58.7	402	63.7	896	68.6	188	60.8	156	71.2
Low Performing	112	1.7	4	0.9	0	0.0	16	1.2	11	2.4	14	4.8	25	2.1	19	3.1	19	1.5	4	1.3	0	0.0
Pending	309	4.7	22	5.1	19	5.5	56	3.9	13	2.8	7	2.4	62	5.2	27	4.3	67	5.1	15	4.9	21	9.6
Not Rated	396	6.0	15	3.5	37	10.7	59	4.1	25	5.4	21	7.1	54	4.5	45	7.1	92	7.0	42	13.6	6	2.7

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Table 19: Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Metropolitan Status, 1994-95

	Total		Anglo		Black		Hispanic		Other	
Property Value	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
State										
$1-$49,999	752,773	20.1	197,671	11.4	63,291	11.8	485,934	35.4	5,877	6.1
$50,000-$69,999	757,615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
$70,000-$99,999	793,455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
$100,000-$129,999	878,634	23.5	386,987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
$130,000 & over	560,131	15.0	361,389	20.8	59,437	11.1	110,020	8.0	29,285	30.5
N=	3,742,608		1,737,049		535,572		1,373,904		96,083	
Metropolitan Central City										
$1-$49,999	428,667	17.3	52,966	5.6	42,349	10.3	329,176	31.2	4,176	5.5
$50,000-$69,999	394,892	15.9	128,993	13.7	51,552	12.5	201,357	19.1	12,990	17.2
$70,000-$99,999	555,454	22.4	261,540	27.7	92,899	22.6	189,013	17.9	12,002	15.9
$100,000-$129,999	758,611	30.4	292,269	31.0	184,750	44.9	252,568	24.0	29,024	38.4
$130,000 & over	347,968	14.0	208,022	22.0	40,086	9.7	82,510	7.8	17,350	23.0
N=	3,742,608		943,790		411,636		1,054,624		75,542	
Metropolitan Suburban										
$1-$49,999	45,632	7.6	30,407	7.1	3,955	7.2	11,010	11.0	260	1.6
$50,000-$69,999	138,837	23.1	100,542	23.4	15,479	27.9	21,539	21.5	1,277	7.9
$70,000-$99,999	139,343	23.2	91,358	21.3	13,214	23.8	33,241	33.2	1,530	9.5
$100,000-$129,999	96,581	16.1	77,018	17.9	4,794	8.6	13,175	13.1	1,594	9.9
$130,000 & over	181,095	30.0	130,284	30.3	18,041	32.5	21,287	21.2	11,483	71.1
N=	3,742,608		429,609		55,483		100,252		16,144	
Non-Metropolitan Adjacent										
$1-$49,999	197,573	41.8	78,128	30.0	12,571	24.4	105,745	67.5	1,129	33.9
$50,000-$69,999	168,254	35.6	101,532	38.8	28,602	55.6	36,978	23.6	1,142	34.3
$70,000-$99,999	64,022	13.6	49,038	18.8	6,468	12.6	8,085	5.2	431	12.9
$100,000-$129,999	21,188	4.5	16,073	6.2	2,666	5.2	2,195	1.4	254	7.6
$130,000 & over	21,150	4.5	16,084	6.2	1,122	2.2	3,569	2.3	375	11.3
N=	3,742,608		260,855		51,429		156,572		3,331	
Non-Metropolitan Non-Adjacent										
$1-$49,999	80,901	44.1	36,170	35.1	4,416	25.9	40,003	64.0	312	29.3
$50,000-$69,999	55,632	30.3	34,593	33.7	7,085	41.6	13,586	21.8	368	34.5
$70,000-$99,999	34,636	18.9	23,406	22.8	4,990	29.3	5,949	9.5	291	27.3
$100,000-$129,999	2,254	1.3	1,627	1.6	345	2.0	264	0.4	18	1.7
$130,000 & over	9,918	5.4	6,999	6.8	188	1.2	2,654	4.3	77	7.2
N=	3,742,608		102,795		17,024		62,456		1,066	

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Table 20: **Number and Percent of Students in Texas by Race/Ethnicity Within Categories of Total Property Value per Student and Economic Region, 1994-95**

Property Value	Total		Anglo		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
State										
$1-$49,999	752,773	20.1	197,671	11.4	63,291	11.8	485,934	35.4	5,877	6.1
$50,000-$69,999	757,615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
$70,000-$99,999	793,455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
$100,000-$129,999	878,634	23.5	386,987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
$130,000 & over	560,131	15.0	361,389	20.8	59,437	11.1	110,020	8.0	29,285	30.5
N=	3,742,608		1,737,049		535,572		1,373,904		96,083	
High Plains										
$1-$49,999	56,933	36.0	25,601	29.5	2,142	19.9	28,883	49.2	307	15.0
$50,000-$69,999	27,131	17.2	18,216	21.0	1,084	10.1	7,670	13.1	161	7.9
$70,000-$99,999	73,708	46.5	42,525	49.0	7,526	70.0	22,086	37.6	1,571	76.8
$100,000-$129,999	39	0.0	38	0.0	0	0.0	1	0.0	0	0.0
$130,000 & over	420	0.3	382	0.5	0	0.0	32	0.1	6	0.3
N=	158,231		86,762		10,752		58,672		2,045	
Northwest										
$1-$49,999	24,938	23.5	17,960	23.4	1,030	14.1	5,843	28.1	105	7.7
$50,000-$69,999	54,704	51.5	38,981	50.8	3,538	48.2	11,507	55.3	678	49.9
$70,000-$99,999	23,699	22.3	17,084	22.3	2,722	37.2	3,356	16.1	537	39.5
$100,000-$129,999	2,831	2.7	2,655	3.5	38	0.5	98	0.5	40	2.9
$130,000 & over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	106,172		76,680		7,328		20,804		1,360	
Metroplex										
$1-$49,999	14,526	1.7	8,866	1.8	3,600	2.3	1,900	1.1	160	0.5
$50,000-$69,999	74,803	8.5	56,539	11.2	7,764	4.9	9,892	5.5	608	1.9
$70,000-$99,999	204,206	23.3	114,323	22.6	38,797	24.6	46,224	25.8	4,862	14.8
$100,000-$129,999	388,621	44.4	181,566	35.8	91,169	57.7	101,097	56.2	14,789	45.0
$130,000 & over	193,860	22.1	144,493	28.6	16,598	10.5	20,379	11.4	12,390	37.8
N=	876,016		505,787		157,928		179,492		32,809	

Table 20, continued

Property Value	Total		Anglo		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Upper East Texas										
$1-$49,999	22,869	12.1	16,571	12.8	3,785	9.2	2,155	13.1	358	23.1
$50,000-$69,999	74,842	39.6	52,439	40.5	15,688	38.0	6,295	38.3	420	27.1
$70,000-$99,999	63,664	33.7	43,487	33.6	15,158	36.7	4,501	27.4	518	33.4
$100,000-$129,999	22,729	12.1	12,949	10.0	6,274	15.2	3,311	20.1	195	12.6
$130,000 & over	4,692	2.5	4,071	3.1	382	0.9	180	1.1	59	3.8
N=	188,796		129,517		41,287		16,442		1,550	
Southeast Texas										
$1-$49,999	43,038	31.2	24,909	28.6	13,071	34.1	3,888	40.8	1,170	47.1
$50,000-$69,999	34,587	25.2	26,294	30.2	5,982	15.6	1,984	20.8	327	13.2
$70,000-$99,999	56,366	41.0	33,398	38.2	18,423	48.1	3,573	37.4	972	39.2
$100,000-$129,999	978	0.7	768	0.9	188	0.5	22	0.2	0	0.0
$130,000 & over	2,579	1.9	1,843	2.1	649	1.7	75	0.8	12	0.5
N=	137,548		87,212		38,313		9,542		2,481	
Gulf Coast										
$1-$49,999	92,126	10.3	33,862	8.4	31,830	16.8	24,390	9.1	2,044	5.2
$50,000-$69,999	204,152	22.7	88,541	22.1	37,670	19.9	67,913	25.2	10,028	25.4
$70,000-$99,999	94,017	10.5	57,607	14.4	11,446	6.1	22,401	8.3	2,563	6.5
$100,000-$129,999	373,111	41.4	144,170	35.9	87,427	46.3	127,765	47.5	13,749	34.8
$130,000 & over	135,578	15.1	77,132	19.2	20,672	10.9	26,695	9.9	11,079	28.1
N=	898,984		401,312		189,045		269,164		39,463	
Central Texas										
$1-$49,999	9,804	3.0	4,926	2.6	2,624	5.2	2,237	2.8	17	0.2
$50,000-$69,999	85,902	26.4	45,991	24.5	19,343	37.9	18,473	23.2	2,095	27.8
$70,000-$99,999	65,190	20.0	38,576	20.6	9,118	17.9	16,997	21.4	499	6.6
$100,000-$129,999	18,936	5.8	12,160	6.5	3,079	6.0	2,952	3.7	745	9.9
$130,000 & over	145,832	44.8	85,954	45.8	16,822	33.0	38,864	48.9	4,192	55.5
N=	325,664		187,607		50,986		79,523		7,548	

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Table 20, continued

Property Value	Total		Anglo		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
South Texas										
$1-$49,999	393,860	51.2	34,952	19.1	2,877	10.0	354,929	64.4	1,102	17.3
$50,000-$69,999	123,705	16.1	25,177	13.8	9,271	32.1	88,392	16.1	865	13.6
$70,000-$99,999	103,039	13.4	42,704	23.4	8,071	27.9	50,772	9.2	1,492	23.4
$100,000-$129,999	70,885	9.3	32,365	17.7	4,366	15.1	32,793	6.0	1,361	21.4
$130,000 & over	77,170	10.0	47,514	26.0	4,314	14.9	23,795	4.3	1,547	24.3
N=	768,659		182,712		28,899		550,681		6,367	
West Texas										
$1-$49,999	74,089	58.0	28,713	49.7	2,261	35.1	42,561	68.1	554	50.3
$50,000-$69,999	10,369	8.1	5,973	10.4	798	12.4	3,547	5.7	51	4.6
$70,000-$99,999	43,041	33.7	22,869	39.7	3,388	52.5	16,289	26.1	495	45.0
$100,000-$129,999	164	0.2	121	0.2	0	0.0	42	0.1	1	0.1
$130,000 & over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	127,663		57,676		6,447		62,439		1,101	
Upper Rio Grande										
$1-$49,999	20,590	13.3	1,311	6.0	71	1.6	19,148	15.1	60	4.4
$50,000-$69,999	67,420	43.5	7,509	34.5	1,580	34.5	57,787	45.4	544	40.0
$70,000-$99,999	66,525	43.0	12,769	58.6	2,922	63.6	50,089	39.4	745	54.8
$100,000-$129,999	340	0.2	195	0.9	14	0.3	121	0.1	10	0.8
$130,000 & over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	154,875		21,784		4,587		127,145		1,359	

Table 21: Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Metropolitan Status, 1995-96

	State		Central City		Suburban		Non-Metro Adjacent		Non-Metro Non-Adjacent	
School Staff	Number	%	Number	%	Number	%	Number	%	Number	%
Administrative Staff	15,636		9,306		2,595		2,661		1,074	
Anglo	11,348	72.6	5,845	62.8	2,329	89.8	2,234	83.9	940	87.5
Black	1,571	10.0	1,296	13.9	150	5.8	95	3.6	30	2.8
Hispanic	2,634	16.9	2,105	22.6	107	4.1	322	12.1	100	9.4
Other	83	0.5	60	0.7	9	0.3	10	0.4	4	0.3
Support Staff	30,869		21,539		4,721		3,319		1,290	
Anglo	22,754	73.7	14,601	67.8	4,328	91.7	2,712	81.7	1,113	86.3
Black	2,771	9.0	2,420	11.2	188	4.0	121	3.6	42	3.3
Hispanic	5,123	16.6	4,347	20.2	171	3.6	478	14.4	127	9.8
Other	221	0.7	171	0.8	34	0.7	8	0.3	8	0.6
Teachers	240,529		153,904		39,017		33,932		13,676	
Anglo	183,041	76.1	106,755	69.4	35,543	91.1	28,739	84.7	12,004	87.8
Black	19,517	8.1	16,482	10.7	1,569	4.0	1,112	3.3	354	2.6
Hispanic	36,170	15.0	29,315	19.0	1,680	4.3	3,904	11.5	1,271	9.3
Other	1,801	0.8	1,352	0.9	225	0.6	177	0.5	47	0.3

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Table 22: Number and Percent of Administrative Staff, Support Staff, and Teachers in Schools in Texas by Race/Ethnicity and Economic Region, 1995-96

	State	High Plains		Northwest		Metroplex		Upper East Texas		Southeast Texas		Gulf Coast		Central Texas		South Texas		West Texas		Upper Rio Grande	
School Staff	Number	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Administrative Staff	15,636	853	5.5	545	3.5	3,487	22.3	986	6.3	679	4.3	3,337	21.3	1,424	9.1	3,222	20.6	527	3.4	576	3.7
Anglo	11,348	791	7.0	523	4.6	2,742	24.1	881	7.8	562	5.0	2,439	21.4	1,189	10.5	1,543	13.6	406	3.6	272	2.4
Black	1,571	16	1.0	10	0.7	490	31.2	95	6.0	103	6.6	618	39.3	113	7.2	95	6.0	15	1.0	16	1.0
Hispanic	2,634	41	1.6	11	0.4	239	9.1	5	0.2	9	0.3	255	9.7	121	4.6	1,568	59.5	104	3.9	281	10.7
Other	83	5	6.0	1	1.2	16	19.3	5	6.0	5	6.0	25	30.1	1	1.2	16	19.3	2	2.5	7	8.4
Support Staff	30,869	1,235	4.0	787	2.6	6,959	22.5	1,416	4.6	1,016	3.3	7,018	22.7	2,692	8.7	7,337	23.8	994	3.2	1,415	4.6
Anglo	22,754	1,151	5.1	742	3.3	5,736	25.1	1,263	5.6	835	3.7	5,351	23.5	2,376	10.4	3,753	16.5	814	3.6	733	3.2
Black	2,771	21	0.8	27	1.0	800	28.9	139	5.0	161	5.8	1,242	44.8	136	4.9	182	6.6	29	1.0	34	1.2
Hispanic	5,123	57	1.1	17	0.3	348	6.8	8	0.2	13	0.3	369	7.2	160	3.1	3,370	65.7	147	2.9	634	12.4
Other	221	6	2.7	1	0.5	75	33.9	6	2.7	7	3.2	56	25.3	20	9.0	32	14.5	4	1.8	14	6.3
Teachers	240,529	11,346	4.7	7,910	3.3	54,045	22.5	13,197	5.5	9,297	3.9	54,911	22.8	21,817	9.1	49,906	20.7	8,264	3.4	9,836	4.1
Anglo	183,041	10,561	5.8	7,540	4.1	45,752	25.0	11,821	6.5	7,947	4.3	42,038	23.0	18,853	10.3	27,041	14.8	6,655	3.6	4,833	2.6
Black	19,517	160	0.8	133	0.7	5,517	28.3	1,176	6.0	1,145	5.9	8,547	43.8	1,159	5.9	1,236	6.3	187	1.0	257	1.3
Hispanic	36,170	576	1.6	203	0.6	2,298	6.4	154	0.4	143	0.4	3,837	10.6	1,657	4.6	21,251	58.7	1,379	3.8	4,672	12.9
Other	1,801	49	2.7	34	1.9	478	26.5	46	2.6	62	3.4	489	27.2	148	8.2	378	21.0	43	2.4	74	4.1

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Table 23: Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Metropolitan Status, 1995-96

	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
State										
<1	15,107	6.3	10,820	5.9	1,396	7.1	2,655	7.3	236	13.1
1-5	64,999	27.0	48,981	26.8	4,059	20.8	11,300	31.2	659	36.6
6-10	43,218	18.0	34,435	18.8	2,670	13.7	5,841	16.2	272	15.1
11-20	72,182	30.0	54,680	29.9	5,952	30.5	11,192	30.9	358	19.8
20+	45,023	18.7	34,123	18.6	5,440	27.9	5,183	14.4	277	15.4
Total	240,529	100.0	183,039	100.0	19,517	100.0	36,171	100.0	1,802	100.0
Metropolitan Central City										
<1	9,780	6.4	6,264	5.9	1,244	7.5	2,091	7.1	181	13.4
1-5	41,965	27.3	28,716	26.9	3,495	21.2	9,250	31.6	504	37.3
6-10	27,538	17.9	20,292	19.0	2,249	13.7	4,792	16.4	205	15.2
11-20	45,554	29.5	31,373	29.4	4,891	29.7	9,042	30.8	248	18.3
20+	29,067	18.9	20,110	18.8	4,603	27.9	4,140	14.1	214	15.8
Total	153,904	100.0	106,755	100.0	16,482	100.0	29,315	100.0	1,352	100.0
Metropolitan Suburban										
<1	2,440	6.4	2,182	6.1	87	5.5	144	8.6	27	12.0
1-5	10,707	27.4	9,762	27.5	315	20.1	546	32.5	84	37.3
6-10	7,313	18.7	6,747	19.0	235	15.0	295	17.5	36	16.0
11-20	12,036	30.8	10,905	30.7	577	36.7	509	30.3	45	20.0
20+	6,521	16.7	5,946	16.7	356	22.7	186	11.1	33	14.7
Total	39,017	100.0	35,542	100.0	1,570	100.0	1,680	100.0	225	100.0
Non-Metropolitan Adjacent										
<1	2,114	6.2	1,720	6.0	50	4.5	321	8.2	23	13.0
1-5	8,797	25.9	7,429	25.8	179	16.1	1,129	28.9	60	33.9
6-10	5,992	17.7	5,240	18.2	147	13.2	581	14.9	24	13.6
11-20	10,370	30.6	8,726	30.4	360	32.4	1,240	31.8	44	24.8
20+	6,660	19.6	5,624	19.6	376	33.8	634	16.2	26	14.7
Total	33,933	100.0	28,739	100.0	1,112	100.0	3,905	100.0	177	100.0
Non-Metropolitan Non-Adjacent										
<1	773	5.7	653	5.4	15	4.2	100	7.9	5	10.4
1-5	3,530	25.8	3,074	25.6	70	19.8	375	29.5	11	22.9
6-10	2,376	17.3	2,156	18.0	39	11.0	174	13.7	7	14.6
11-20	4,222	30.9	3,677	30.6	124	35.0	401	31.5	20	41.7
20+	2,778	20.3	2,445	20.4	106	30.0	222	17.4	5	10.4
Total	13,679	100.0	12,005	100.0	354	100.0	1,272	100.0	48	100.0

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Table 24: Number and Percent of Elementary and Secondary Teachers in Texas by Years of Experience, Race/Ethnicity and Economic Region, 1995-96

Years of Experience	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Texas										
<1	15,107	6.3	10,820	5.9	1,396	7.1	2,635	7.3	236	13.1
1-5	64,999	27.0	48,981	26.8	4,059	20.8	11,300	31.2	659	36.6
6-10	72,182	18.0	34,435	18.8	2,670	13.7	5,841	16.2	272	15.1
11-20	43,218	30.0	54,680	29.9	5,952	30.5	11,192	30.9	358	19.8
>20	45,023	18.7	34,123	18.6	5,440	27.9	5,183	14.4	277	15.4
Total	240,529		180,039		19,517		36,171		1,801	
High Plains										
<1	640	5.6	582	5.5	7	4.4	45	7.8	6	12.2
1-5	3,040	26.8	2,778	26.3	35	21.9	211	36.6	16	32.6
6-10	2,146	18.9	2,023	19.2	20	12.5	99	17.2	4	8.2
11-20	3,351	29.6	3,109	29.4	52	32.5	176	30.6	14	28.6
>20	2,168	19.1	2,068	19.6	46	28.7	45	7.8	9	18.4
Total	11,345		10,560		160		576		49	
Northwest										
<1	392	5.0	360	4.8	9	6.8	20	9.9	3	8.6
1-5	1,973	24.9	1,866	24.8	35	26.3	61	30.0	11	31.4
6-10	1,553	19.6	1,487	19.7	23	17.3	37	18.2	6	17.1
11-20	2,457	31.1	2,348	31.1	37	27.8	62	30.6	10	28.6
>20	1,536	19.4	1,479	19.6	29	21.8	23	11.3	5	14.3
Total	7,911		7,540		133		203		35	
Metroplex										
<1	3,940	7.3	3,113	6.8	486	8.8	270	11.7	71	14.9
1-5	14,706	27.2	12,584	27.5	1,162	21.1	783	34.1	177	37.2
6-10	9,455	17.5	8,320	18.2	705	12.8	358	15.6	72	15.1
11-20	15,591	28.8	13,330	29.1	1,575	28.5	609	26.5	77	16.2
>20	10,352	19.2	8,406	18.4	1,588	28.8	279	12.1	79	16.6
Total	54,044		45,753		5,516		2,299		476	
Upper East Texas										
<1	691	5.2	613	5.2	56	4.8	15	9.7	7	14.9
1-5	3,215	24.4	2,966	25.1	185	15.7	55	35.7	9	19.1
6-10	2,397	18.2	2,213	18.7	145	12.3	26	16.9	13	27.8
11-20	4,159	31.5	3,711	31.4	402	34.2	37	24.1	9	19.1
>20	2,736	20.7	2,318	19.6	388	33.0	21	13.6	9	19.1
Total	13,198		11,821		1,176		154		47	
Southeast Texas										
<1	504	5.4	419	5.3	72	6.3	11	7.7	2	3.2
1-5	2,451	26.4	2,134	26.9	236	20.6	56	39.1	25	40.3
6-10	1,627	17.5	1,458	18.3	137	12.0	24	16.8	8	12.9
11-20	2,741	29.5	2,342	29.5	348	30.3	36	25.2	15	24.2
>20	1,974	21.2	1,593	20.0	353	30.8	16	11.2	12	19.4
Total	9,297		7,946		1,146		143		62	

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Table 24, continued

Years of Experience	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Gulf Coast										
<1	3,603	6.6	2,488	5.9	615	7.2	428	11.1	72	14.7
1-5	14,784	26.9	11,352	27.0	1,762	20.6	1,486	38.7	184	37.6
6-10	10,065	18.3	8,091	19.2	1,258	14.7	647	16.9	69	14.1
11-20	16,364	29.8	12,718	30.3	2,614	30.6	935	24.4	97	19.9
>20	10,092	18.4	7,388	17.6	2,297	26.9	340	8.9	67	13.7
Total	54,908		42,037		8,546		3,836		489	
Central Texas										
<1	1,263	5.8	1,090	5.8	60	5.2	99	6.0	14	9.4
1-5	6,133	28.1	5,280	28.0	298	25.7	495	29.9	60	40.3
6-10	3,935	18.0	3,472	18.4	157	13.5	282	17.0	24	16.1
11-20	6,803	31.2	5,824	30.9	372	32.1	573	34.6	34	22.8
>20	3,685	16.9	3,187	16.9	273	23.5	208	12.5	17	11.4
Total	21,819		18,853		1,160		1,657		149	
South Texas										
<1	2,929	5.9	1,527	5.7	52	4.2	1,296	6.1	54	14.3
1-5	13,591	27.2	7,032	26.0	233	18.9	6,191	29.1	135	35.8
6-10	8,753	17.5	5,141	19.0	170	13.7	3,388	15.9	54	14.3
11-20	15,400	30.9	7,928	29.3	428	34.6	6,968	32.8	76	20.2
>20	9,230	18.5	5,411	20.0	353	28.6	3,408	16.1	58	15.4
Total	49,903		27,039		1,236		21,251		377	
West Texas										
<1	500	6.0	352	5.3	20	10.7	125	9.1	3	7.0
1-5	2,232	27.0	1,706	25.6	42	22.5	471	34.1	13	30.2
6-10	1,488	18.0	1,269	19.1	23	12.3	189	13.7	7	16.3
11-20	2,468	29.9	2,010	30.2	47	25.1	398	28.9	13	30.2
>20	1,575	19.1	1,317	19.8	55	29.4	196	14.2	7	16.3
Total	8,263		6,654		187		1,379		43	
Upper Rio Grande										
<1	644	6.5	275	5.7	20	7.8	346	7.4	3	4.1
1-5	2,872	29.2	1,281	26.5	71	27.6	1,490	31.9	30	40.5
6-10	1,798	18.3	960	19.9	32	12.4	792	17.0	14	18.9
11-20	2,846	28.9	1,359	28.1	77	30.0	1,397	29.9	13	17.6
>20	1,673	17.1	957	19.8	57	22.2	645	13.8	14	18.9
Total	9,833		4,832		257		4,670		74	

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Table 25: Average Teacher's Salary by Experience, Subject Area, and Race/Ethnicity, 1995-96

Experience by Subject Area	Anglo	Black	Hispanic	Other
<1 Years				
Business Education	$22,089	$25,031	$23,486	N/A
Computer Science	19,862	22,086	19,122	$24,412
English Language Arts	22,562	22,610	23,117	23,759
Fine Arts	23,313	22,774	22,282	22,588
Foreign Language	22,647	20,294	22,824	24,108
Mathematics	22,679	22,710	22,908	22,428
Not Applicable	22,185	22,338	20,608	24,429
Other	24,901	25,996	24,109	23,423
Physical Ed. & Health	22,377	22,721	22,549	21,318
Science	22,872	22,970	22,768	23,191
Self Contained	22,694	22,917	22,751	23,653
Social Studies	23,072	23,871	23,563	24,812
Special Education	22,284	22,856	22,306	23,855
Vocational Education	22,254	22,481	21,410	24,309
1-5 Years				
Business Education	$24,125	$24,807	$25,553	$22,822
Computer Science	24,744	25,032	25,055	23,776
English Language Arts	24,753	25,742	25,357	25,414
Fine Arts	25,253	26,152	25,738	26,064
Foreign Language	24,945	25,838	24,899	25,872
Mathematics	24,676	25,693	25,280	24,986
Not Applicable	24,602	24,713	25,133	24,746
Other	25,476	27,090	26,195	25,580
Physical Ed. & Health	24,779	25,341	25,411	25,157
Science	24,731	26,069	25,444	25,737
Self Contained	24,749	25,682	25,349	25,620
Social Studies	24,920	25,902	25,231	24,799
Special Education	24,791	25,865	25,521	25,119
Vocational Education	25,519	27,159	26,381	26,411
6-10 Years				
Business Education	$29,146	$29,819	$31,265	$27,110
Computer Science	29,574	29,634	31,484	30,872
English Language Arts	29,340	30,374	30,504	29,738
Fine Arts	29,734	30,223	30,761	29,766
Foreign Language	29,657	29,106	29,896	32,311
Mathematics	29,153	30,017	30,325	30,574
Not Applicable	29,607	29,942	30,198	31,163
Other	30,314	31,666	30,892	31,637
Physical Ed. & Health	29,446	30,059	31,091	28,347
Science	29,393	30,505	30,560	30,492
Self Contained	29,274	30,611	30,430	30,088
Social Studies	29,505	29,769	30,498	29,152
Special Education	29,321	30,762	30,945	29,653
Vocational Education	30,460	31,513	31,785	30,557

Table 25, continued

Experience by Subject Area	Anglo	Black	Hispanic	Other
11-20 Years				
Business Education	$33,656	$34,285	$36,898	$33,002
Computer Science	34,479	35,115	35,262	32,301
English Language Arts	34,427	35,513	36,389	34,652
Fine Arts	34,760	34,715	36,045	35,058
Foreign Language	34,600	35,680	35,319	34,081
Mathematics	34,304	35,294	35,718	35,968
Not Applicable	34,532	35,023	35,287	34,315
Other	35,276	37,136	35,784	37,024
Physical Ed. & Health	34,569	34,461	35,913	34,010
Science	34,387	35,395	35,709	35,660
Self Contained	34,115	35,214	35,352	34,169
Social Studies	34,495	35,165	35,436	34,421
Special Education	34,365	35,316	35,899	34,167
Vocational Education	35,827	37,081	36,213	35,144
>20 Years				
Business Education	$37,991	$41,626	$36,838	N/A
Computer Science	39,517	41,849	39,585	$39,005
English Language Arts	39,352	41,781	41,241	41,131
Fine Arts	40,075	40,841	40,973	40,439
Foreign Language	39,893	42,499	40,207	42,251
Mathematics	39,265	42,166	40,404	40,595
Not Applicable	40,200	43,013	41,094	39,343
Other	40,326	42,409	40,057	39,765
Physical Ed. & Health	39,928	41,286	41,056	39,618
Science	39,639	42,195	40,862	42,095
Self Contained	39,110	41,109	40,444	40,465
Social Studies	39,701	42,497	41,048	41,407
Special Education	39,445	40,751	41,073	40,391
Vocational Education	40,497	42,757	41,486	43,241

Table 26: Number and Percent of Students in Texas by ACT[*]/SAT Combined Score, Race/Ethnicity, with Mean and Median Scores Within Ethnic Group, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Score	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
0-400	64	0.1	7	0.0	22	0.2	25	0.1	4	0.0	6	0.1
401-820	33,996	24.1	11,076	13.8	7,106	49.5	11,487	39.5	2,739	20.2	1,588	38.3
821-990	41,154	29.1	22,591	28.2	4,480	31.2	9,387	32.2	3,737	27.5	959	23.2
991-1140	34,942	24.7	24,065	30.1	1,810	12.6	5,075	17.4	3,222	23.7	770	18.6
1141-1600	31,126	22.0	22,355	27.9	933	6.5	3,137	10.8	3,879	28.6	822	19.8
N=	141,282		80,094		14,351		29,111		13,581		4,145	
Mean Score	985		1,038		848		898		1,019		939	
Median Score	990		1,030		830		870		1,010		910	

[*]ACT Test Scores are adjusted to SAT standard

Table 27: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Metropolitan Status, With Mean and Median Scores by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Score	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City												
0-400	46	0.1	4	0.0	16	0.2	17	0.1	3	0.0	6	0.2
401-820	22,135	24.8	5,429	12.2	5,202	49.1	8,584	38.9	1,917	20.3	1,003	39.0
821-990	25,613	28.7	12,049	27.1	3,303	31.2	7,165	32.4	2,535	26.9	561	21.8
991-1140	21,465	24.1	13,485	30.3	1,362	12.9	3,897	17.6	2,245	23.8	476	18.5
1141-1600	19,892	22.3	13,517	30.4	697	6.6	2,420	11.0	2,732	29.0	526	20.5
N=	89,151		44,484		10,580		22,083		9,432		2,572	
Mean	983		1,051		849		899		1,020		939	
Median	990		1,050		830		880		1,020		910	
Metropolitan Suburban												
0-400	3	0.0	1	0.0	1	0.1	1	0.1	0	0.0	0	0.0
401-820	4,403	17.1	2,514	13.4	734	43.5	610	28.6	369	14.8	176	27.4
821-990	7,397	28.7	5,322	28.2	549	32.5	715	33.5	652	26.2	159	24.7
991-1140	7,335	28.4	5,830	30.9	256	15.2	484	22.7	613	24.6	152	23.6
1141-1600	6,668	25.8	5,189	27.5	146	8.7	321	15.1	856	34.4	156	24.3
N=	25,806		18,856		1,686		2,131		2,490		643	
Mean	1,021		1,038		877		950		1,058		990	
Median	1,020		1,030		860		930		1,040		990	
Non-Metropolitan Adjacent												
0-400	13	0.1	1	0.0	4	0.4	7	0.2	1	0.1	0	0.0
401-820	5,013	29.0	2,192	19.5	631	58.8	1,614	48.0	286	30.7	290	44.3
821-990	5,196	30.1	3,423	30.4	300	28.0	1,002	29.8	313	33.6	158	24.2
991-1140	4,076	23.6	3,229	28.7	87	8.1	469	14.0	190	20.4	101	15.4
1141-1600	2,971	17.2	2,406	21.4	51	4.7	268	8.0	141	15.2	105	16.1
N=	17,269		11,251		1,073		3,360		931		654	
Mean	936		1,001		810		864		940		909	
Median	940		1,000		790		840		910		860	
Non-Metropolitan Non-Adjacent												
0-400	2	0.0	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	2,443	27.0	941	17.1	539	53.3	679	44.2	167	22.9	119	43.1
821-990	2,948	32.6	1,797	32.7	328	32.4	505	32.9	237	32.6	81	29.3
991-1140	2,066	22.8	1,521	27.6	105	10.4	225	14.6	174	23.9	41	14.9
1141-1600	1,596	17.6	1,243	22.6	39	3.8	128	8.3	150	20.6	35	12.7
N=	9,056		5,503		1,012		1,537		728		276	
Mean	960		1,008		827		880		981		894	
Median	950		1,000		820		860		970		860	

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*ACT Test Scores are adjusted to SAT Standard.

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Table 28: Number and Percent of Students in Texas by ACT®/SAT Combined Score, Race/Ethnicity and Economic Regions, With Mean and Median Scores Within Ethnic Groups, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Score	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					High Plains							
0-400	2	0.0	0	0.0	0	0.0	2	0.2	0	0.0	0	0.0
401-820	1,449	22.9	763	16.6	140	57.4	392	43.0	62	18.9	92	36.5
821-990	1,899	29.9	1,362	29.6	74	30.3	283	31.0	111	33.8	69	27.4
991-1140	1,697	26.8	1,403	30.4	17	7.0	153	16.8	79	24.1	45	17.9
1141-1600	1,295	20.4	1,078	23.4	13	5.3	82	9.0	76	23.2	46	18.2
N=	6,342		4,606		244		912		328		252	
Mean	988		1,018		827		890		997		944	
Median	990		1,030		810		860		990		910	
					Northwest							
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	948	21.6	643	18.2	101	55.2	111	32.8	53	23.8	40	34.8
821-990	1,367	31.2	1,087	30.8	48	26.2	122	36.1	77	34.5	33	28.7
991-1140	1,140	26.0	968	27.5	24	13.1	73	21.6	55	24.7	20	17.4
1141-1600	932	21.2	830	23.5	10	5.5	32	9.5	38	17.0	22	19.1
N=	4,387		3,528		183		338		223		115	
Mean	992		1,009		834		919		977		947	
Median	990		1,000		820		910		950		910	
					Metroplex							
0-400	14	0.0	1	0.0	9	0.2	1	0.0	1	0.0	2	0.2
401-820	6,839	19.9	2,750	12.1	2,289	52.1	795	30.6	757	19.6	248	27.4
821-990	9,536	27.7	6,106	26.9	1,316	29.9	870	33.5	1,031	26.8	213	23.6
991-1140	9,124	26.5	6,952	30.7	499	11.4	557	21.4	910	23.6	206	22.8
1141-1600	8,930	25.9	6,880	30.3	283	6.4	377	14.5	1,155	30.0	235	26.0
N=	34,443		22,689		4,396		2,600		3,854		904	
Mean	1,011		1,051		839		937		1,024		993	
Median	1,010		1,050		820		910		1,020		990	
					Upper East Texas							
0-400	4	0.1	0	0.0	3	0.3	0	0.0	1	0.4	0	0.0
401-820	1,546	24.9	822	17.7	492	57.1	56	30.4	74	26.6	102	42.5
821-990	1,787	28.7	1,350	29.1	229	26.4	63	34.2	79	28.4	66	27.5
991-1140	1,664	26.8	1,414	30.4	93	10.8	45	24.5	75	27.0	37	15.4
1141-1600	1,210	19.5	1,061	22.8	45	5.2	20	10.9	49	17.6	35	14.6
N=	6,211		4,647		862		184		278		240	
Mean	980		1,015		823		937		967		917	
Median	990		1,030		810		910		975		860	

Table 28, continued

Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Southeast Texas							
0-400	2	0.0	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	1,923	26.9	708	17.1	754	53.0	215	33.5	202	23.9	44	45.8
821-990	2,444	34.2	1,429	34.4	470	33.0	252	39.3	268	31.7	25	26.1
991-1140	1,579	22.1	1,115	26.9	147	10.3	106	16.6	199	23.5	12	12.5
1141-1600	1,205	16.8	894	21.6	51	3.6	68	10.6	177	20.9	15	15.6
N=	7,153		4,147		1,423		641		846		96	
Mean	953		1,000		827		909		975		901	
Median	940		990		820		900		960		860	
					Gulf Coast							
0-400	8	0.0	2	0.0	5	0.1	0	0.0	1	0.0	0	0.0
401-820	6,219	19.8	2,123	11.9	1,963	45.0	1,188	30.6	714	15.8	231	28.5
821-990	8,837	28.1	4,768	26.8	1,423	32.6	1,337	34.4	1,127	25.0	182	22.4
991-1140	8,147	26.0	5,372	30.1	631	14.5	842	21.7	1,107	24.6	195	24.0
1141-1600	8,187	26.1	5,565	31.2	341	7.8	515	13.3	1,562	34.6	204	25.1
N=	31,398		17,830		4,363		3,882		4,511		812	
Mean	1,012		1,055		866		936		1,056		992	
Median	1,010		1,060		850		920		1,050		990	
					Central Texas							
0-400	6	0.0	2	0.0	3	0.2	1	0.1	0	0.0	0	0.0
401-820	2,520	19.3	1,216	13.3	588	49.8	420	30.8	198	18.7	98	29.8
821-990	3,668	28.0	2,479	27.0	371	31.4	452	33.2	286	27.0	80	24.3
991-1140	3,541	27.0	2,803	30.6	142	12.0	274	20.1	247	23.3	75	22.8
1141-1600	3,365	25.7	2,667	29.1	78	6.6	215	15.8	329	31.0	76	23.1
N=	13,100		9,167		1,182		1,362		1,060		329	
Mean	1,014		1,046		848		939		1,034		984	
Median	1,020		1,040		825		910		1,030		990	
					South Texas							
0-400	23	0.1	0	0.0	1	0.1	17	0.1	1	0.1	4	0.3
401-820	9,859	34.1	1,498	15.3	615	46.6	6,559	44.5	533	28.7	654	54.8
821-990	8,651	29.9	2,914	29.7	427	32.3	4,514	30.6	554	29.8	242	20.3
991-1140	5,857	20.3	2,899	29.6	193	14.6	2,220	15.1	403	21.7	142	11.9
1141-1600	4,522	15.6	2,489	25.4	85	6.4	1,430	9.7	367	19.7	151	12.7
N=	28,912		9,800		1,321		14,740		1,858		1,193	
Mean	932		1,026		858		879		962		857	
Median	910		1,030		840		860		950		820	

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Table 28, continued

Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					West Texas							
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	806	21.2	416	15.9	67	47.5	237	33.2	42	19.3	44	36.7
821-990	1,157	30.4	766	29.3	44	31.2	244	34.1	70	32.3	33	27.5
991-1140	1,054	27.7	808	30.9	21	14.9	149	20.9	54	24.9	22	18.3
1141-1600	788	20.7	623	23.9	9	6.4	84	11.8	51	23.5	21	17.5
N=	3,805		2,613		141		714		217		120	
Mean	991		1,018		850		927		1,004		932	
Median	990		1,030		860		910		990		910	
					Upper Rio Grande							
0-400	5	0.1	1	0.1	0	0.0	4	0.1	0	0.0	0	0.0
401-820	1,887	34.1	137	12.9	97	41.1	1,514	40.5	104	25.6	35	41.6
821-990	1,808	32.7	330	30.9	78	33.1	1,250	33.4	134	33.0	16	19.1
991-1140	1,139	20.6	331	31.0	43	18.2	656	17.6	93	22.9	16	19.1
1141-1600	692	12.5	268	25.1	18	7.6	314	8.4	75	18.5	17	20.2
N=	5,531		1,067		236		3,738		406		84	
Mean	918		1,026		875		883		966		942	
Median	910		1,030		860		860		955		910	

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*ACT Test Scores are adjusted to SAT Standard.

Table 29: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<$30,000												
0-400	40	0.1	2	0.0	16	0.2	20	0.1	1	0.0	1	0.2
401-820	15,644	38.0	2,778	19.8	4,128	56.5	7,491	47.9	985	27.0	262	49.4
821-990	12,877	31.3	4,481	31.9	2,138	29.3	4,977	31.9	1,149	31.5	132	24.9
991-1140	7,521	18.3	3,887	27.7	687	9.4	2,068	13.2	813	22.3	66	12.5
1141-1600	5,072	12.3	2,895	20.6	334	4.6	1,076	6.9	698	19.2	69	13.0
N=	41,154		14,043		7,303		15,632		3,646		530	
Median Score	890		990		810		840		950		860	
$30,000 to $49,999												
0-400	5	0.0	3	0.0	2	0.1	0	0.0	0	0.0	0	0.0
401-820	6,282	21.7	2,676	15.2	1,341	44.7	1,846	32.3	348	14.6	71	28.4
821-990	9,139	31.6	5,420	30.8	1,016	33.9	1,961	34.3	683	28.7	59	23.6
991-1140	7,735	26.7	5,354	30.4	437	14.6	1,218	21.3	665	27.9	61	24.4
1141-1600	5,794	20.0	4,153	23.6	202	6.7	696	12.1	684	28.8	59	23.6
N=	28,955		17,606		2,998		5,721		2,380		250	
Median Score	990		1,020		850		910		1,030		990	
$50,000 to $59,999												
0-400	2	0.0	0	0.0	1	0.1	0	0.0	1	0.1	0	0.0
401-820	2,207	17.2	1,219	13.5	370	38.4	479	26.6	115	12.8	24	16.9
821-990	3,924	30.6	2,706	30.0	332	34.4	639	35.5	213	23.7	34	23.9
991-1140	3,538	27.5	2,675	29.6	168	17.4	413	23.0	238	26.4	44	31.0
1141-1600	3,169	24.7	2,435	26.9	93	9.7	268	14.9	333	37.0	40	28.2
N=	12,840		9,035		964		1,799		900		142	
Median Score	1,010		1,030		875		940		1,060		1,030	
$60,000 to $79,999												
0-400	7	0.0	1	0.0	2	0.1	4	0.1	0	0.0	0	0.0
401-820	3,620	14.8	2,248	12.2	486	34.4	679	24.3	143	9.5	64	17.4
821-990	6,465	26.4	4,766	25.8	472	33.4	853	30.5	313	20.8	61	16.6
991-1140	7,296	29.7	5,767	31.3	296	21.0	718	25.7	410	27.3	99	26.9
1141-1600	7,149	29.1	5,669	30.7	157	11.1	541	19.4	638	42.4	144	39.1
N=	24,531		18,451		1,413		2,795		1,504		368	
Median Score	1,040		1,060		900		980		1,100		1,100	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	868	11.2	581	9.5	108	32.9	120	17.0	50	9.8	9	18.4
821-990	2,073	26.9	1,621	26.4	111	33.8	231	32.7	99	19.4	11	22.5
991-1140	2,294	29.7	1,886	30.8	73	22.3	187	26.5	132	25.9	16	32.6
1141-1600	2,484	32.2	2,038	33.3	36	11.0	168	23.8	229	44.9	13	26.5
N=	7,719		6,126		328		706		510		49	
Median Score	1,060		1,060		910		1,000		1,125		1,060	

Table 29, continued

ACT*/SAT Score by Household Income	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
$100,000+												
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0
401-820	823	8.2	618	7.4	50	25.5	97	13.3	46	6.2	12	22.6
821-990	2,328	23.2	1,895	22.8	65	33.2	222	30.4	132	17.8	14	26.4
991-1140	2,935	29.3	2,539	30.6	37	18.9	194	26.6	157	21.1	8	15.1
1141-1600	3,940	39.3	3,252	39.2	44	22.4	217	29.7	408	54.8	19	35.9
N=	10,027		8,304		196		730		744		53	
Median Score	1,100		1,100		950		1,030		1,170		1,030	
Income Not Reported												
0-400	9	0.1	1	0.0	1	0.1	1	0.1	1	0.0	5	0.2
401-820	4,552	28.3	956	14.6	623	54.2	775	44.8	1,052	27.0	1,146	41.6
821-990	4,348	27.1	1,702	26.1	346	30.1	504	29.2	1,148	29.5	648	23.5
991-1140	3,629	22.6	1,957	30.0	112	9.8	277	16.0	807	20.7	476	17.3
1141-1600	3,518	21.9	1,913	29.3	67	5.8	171	9.9	889	22.8	478	17.4
N=	16,056		6,529		1,149		1,728		3,897		2,753	
Median Score	970		1,040		820		860		950		860	

*ACT Scores are adjusted to SAT Standard

Table 30: Number and Percent of Students in Texas by ACT®/SAT Combined Score, Household Income, Race/Ethnicity and Metropolitan Status, 1995-96

ACT®/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City					
<$30,000										
0-400	28	0.1	2	0.0	11	0.2	13	0.1	1	0.0
401-820	10,713	39.9	1,169	17.6	2,995	55.9	5,661	47.7	714	27.4
821-990	8,293	30.9	2,059	30.9	1,574	29.4	3,776	31.8	801	30.7
991-1140	4,684	17.5	1,926	29.0	526	9.8	1,601	13.5	591	22.7
1141-1600	3,110	11.6	1,494	22.5	252	4.7	826	6.9	499	19.2
N=	26,828		6,650		5,358		11,877		2,606	
Median Score	870		1,000		810		840		950	
$30,000 to $49,999										
0-400	3	0.0	2	0.0	1	0.0	0	0.0	0	0.0
401-820	3,847	22.1	1,220	13.4	995	44.0	1,357	31.4	236	14.4
821-990	5,481	31.4	2,705	29.8	776	34.3	1,502	34.8	465	28.3
991-1140	4,584	26.3	2,853	31.4	331	14.6	916	21.2	446	27.1
1141-1600	3,533	20.2	2,308	25.4	160	7.1	541	12.6	496	30.2
N=	17,448		9,088		2,263		4,316		1,643	
Median Score	980		1,030		860		910		1,030	
$50,000 to $59,999										
0-400	2	0.0	0	0.0	1	0.1	0	0.0	1	0.2
401-820	1,300	17.1	613	12.6	269	37.9	335	24.9	73	12.2
821-990	2,324	30.5	1,436	29.4	248	34.9	481	35.8	138	23.0
991-1140	2,059	27.1	1,432	29.4	122	17.2	323	24.1	157	26.2
1141-1600	1,923	25.3	1,394	28.6	70	9.9	204	15.2	230	38.4
N=	7,608		4,875		710		1,343		599	
Median Score	1,010		1,040		880		950		1,060	
$60,000 to $79,999										
0-400	6	0.0	0	0.0	2	0.2	4	0.2	0	0.0
401-820	2,204	14.6	1,199	11.2	372	36.2	492	23.3	97	9.6
821-990	3,903	25.9	2,665	24.9	331	32.2	662	31.4	211	20.9
991-1140	4,413	29.3	3,307	30.9	216	21.0	545	25.8	285	28.3
1141-1600	4,551	30.2	3,527	33.0	107	10.4	408	19.3	415	41.2
N=	15,082		10,698		1,028		2,111		1,008	
Median Score	1,050		1,060		890		980		1,100	
$80,000 to $99,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	563	11.3	355	9.3	81	34.9	90	16.1	34	10.4
821-990	1,321	26.5	1,003	26.1	71	30.6	182	32.6	60	18.4
991-1140	1,472	29.6	1,169	30.4	54	23.3	148	26.5	90	27.5
1141-1600	1,625	32.6	1,312	34.2	26	11.2	138	24.8	143	43.7
N=	4,981		3,839		232		558		327	
Median Score	1,060		1,070		910		1,010		1,120	

Table 30, continued

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000+										
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.2
401-820	568	8.2	404	7.2	40	26.0	78	13.5	37	7.0
821-990	1,577	22.7	1,253	22.2	51	33.1	173	30.0	92	17.4
991-1140	1,989	28.7	1,691	30.0	26	16.9	156	27.0	110	20.8
1141-1600	2,801	40.4	2,292	40.6	37	24.0	170	29.5	289	54.6
N=	6,936		5,640		154		577		529	
Median Score	1,100		1,100		950		1,030		1,170	
No Response										
0-400	6	0.1	0	0.0	1	0.1	0	0.0	0	0.0
401-820	2,940	28.6	469	12.7	450	53.9	571	43.9	726	26.7
821-990	2,714	26.4	928	25.1	252	30.2	389	29.9	768	28.2
991-1140	2,259	22.0	1,107	30.0	87	10.4	208	16.0	566	20.8
1141-1600	2,349	22.9	1,190	32.2	45	5.4	133	10.2	660	24.3
N=	10,268		3,694		835		1,301		2,720	
Median Score	970		1,060		820		860		960	
					Metropolitan Suburban					
<$30,000										
0-400	2	0.0	0	0.0	1	0.1	1	0.1	0	0.0
401-820	1,338	27.3	579	19.7	357	55.0	266	36.6	120	22.5
821-990	1,587	32.4	937	31.9	188	29.0	280	38.6	167	31.3
991-1140	1,133	23.2	821	28.0	68	10.5	118	16.3	115	21.5
1141-1600	835	17.1	597	20.4	35	5.4	61	8.4	132	24.7
N=	4,893		2,934		649		726		534	
Median Score	940		990		820		865		980	
$30,000 to $49,999										
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0
401-820	986	18.2	623	15.5	164	44.0	135	26.0	50	11.0
821-990	1,706	31.5	1,266	31.4	129	34.6	179	34.6	121	26.6
991-1140	1,559	28.7	1,213	30.1	56	15.0	133	25.7	149	32.7
1141-1600	1,171	21.6	926	23.0	24	6.4	71	13.7	135	29.7
N=	5,423		4,029		373		518		455	
Median Score	1,000		1,010		860		940		1,050	
$50,000 to $59,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	413	14.7	274	12.4	54	36.8	59	27.2	21	10.3
821-990	835	29.7	663	29.9	44	29.9	75	34.6	45	22.0
991-1140	819	29.1	675	30.5	31	21.1	50	23.0	54	26.5
1141-1600	746	26.5	602	27.2	18	12.2	33	15.2	84	41.2
N=	2,813		2,214		147		217		204	
Median Score	1,030		1,030		910		950		1,100	

Table 30, continued

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$60,000 to $79,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	752	13.1	555	11.9	70	25.6	83	23.1	34	9.4
821-990	1,483	25.9	1,203	25.9	100	36.5	93	25.9	71	19.6
991-1140	1,784	31.2	1,523	32.8	62	22.6	99	27.6	84	23.2
1141-1600	1,703	29.8	1,368	29.4	42	15.3	84	23.4	173	47.8
N=	5,722		4,649		274		359		362	
Median Score	1,060		1,060		940		1,000		1,140	
$80,000 to $99,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	187	9.9	146	9.1	13	21.0	14	16.7	10	7.3
821-990	486	25.6	410	25.7	27	43.5	24	28.6	22	16.1
991-1140	571	30.1	495	31.0	15	24.2	25	29.7	32	23.3
1141-1600	652	34.4	547	34.2	7	11.3	21	25.0	73	53.3
N=	1,896		1,598		62		84		137	
Median Score	1,070		1,070		910		1,025		1,170	
$100,000+										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	151	6.9	130	6.8	7	21.2	8	8.8	5	3.3
821-990	506	22.9	451	23.5	10	30.3	21	23.1	20	13.3
991-1140	694	31.5	621	32.3	9	27.3	28	30.8	34	22.5
1141-1600	854	38.7	718	37.4	7	21.2	34	37.3	92	60.9
N=	2,205		1,920		33		91		151	
Median Score	1,100		1,080		990		1,090		1,190	
No Response										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	576	20.2	207	13.7	69	46.6	45	33.1	129	20.0
821-990	794	27.8	392	25.9	51	34.5	43	31.6	206	31.8
991-1140	775	27.2	482	31.9	15	10.1	31	22.8	145	22.4
1141-1600	707	24.8	431	28.5	13	8.8	17	12.5	167	25.8
N=	2,852		1,512		148		136		647	
Median Score	1,010		1,040		850		915		990	
Non-Metropolitan Adjacent										
<$30,000										
0-400	9	0.1	0	0.0	3	0.4	6	0.3	0	0.0
401-820	2,350	38.8	687	23.3	429	62.4	1,102	53.1	86	33.1
821-990	1,875	30.9	958	32.5	185	26.9	610	29.4	97	37.3
991-1140	1,115	18.4	776	26.3	45	6.5	242	11.7	44	16.9
1141-1600	713	11.8	526	17.9	26	3.8	115	5.5	33	12.7
N=	6,062		2,947		688		2,075		260	
Median Score	880		990		770		820		910	

Table 30, continued

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$30,000 to $49,999										
0-400	1	0.0	0	0.0	1	0.6	0	0.0	0	0.0
401-820	1,006	24.5	616	19.7	90	52.3	247	40.9	39	26.0
821-990	1,259	30.7	970	31.0	49	28.5	182	30.1	49	32.7
991-1140	1,106	26.9	919	29.3	22	12.8	114	18.9	38	25.3
1141-1600	733	17.9	628	20.0	10	5.8	61	10.1	24	16.0
N=	4,105		3,133		172		604		150	
Median Score	980		990		820		860		965	
$50,000 to $59,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	350	21.4	241	18.2	22	44.0	68	38.6	13	19.1
821-990	507	30.9	404	30.5	17	34.0	57	32.4	26	38.2
991-1140	443	27.0	384	29.0	8	16.0	26	14.8	18	26.5
1141-1600	340	20.7	296	22.3	3	6.0	25	14.2	11	16.2
N=	1,640		1,325		50		176		68	
Median Score	990		1,010		850		860		990	
$60,000 to $79,999										
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0
401-820	453	18.0	348	16.3	22	43.1	72	31.0	6	9.4
821-990	720	28.5	609	28.5	17	33.3	71	30.6	15	23.4
991-1140	744	29.5	651	30.4	6	11.8	49	21.1	23	35.9
1141-1600	606	24.0	530	24.8	6	11.8	40	17.3	20	31.3
N=	2,524		2,139		51		232		64	
Median Score	1,030		1,030		860		930		1,060	
$80,000 to $99,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	82	15.9	57	12.9	7	50.0	14	32.6	3	21.4
821-990	158	30.6	131	29.8	5	35.8	15	34.9	6	42.9
991-1140	157	30.4	144	32.7	1	7.1	8	18.6	3	21.4
1141-1600	119	23.1	108	24.6	1	7.1	6	13.9	2	14.3
N=	516		440		14		43		14	
Median Score	1,015		1,030		840		910		950	
$100,000+										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	53	10.8	47	11.1	1	33.3	5	14.3	0	0.0
821-990	135	27.5	107	25.4	2	66.7	13	37.1	11	40.7
991-1140	146	29.7	132	31.3	0	0.0	9	25.7	5	18.6
1141-1600	157	32.0	136	32.2	0	0.0	8	22.9	11	40.7
N=	491		422		3		35		27	
Median Score	1,050		1,050		860		990		1,080	

Table 30, continued

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
No Response										
0-400	2	0.1	0	0.0	0	0.0	1	0.5	1	0.3
401-820	719	37.2	196	23.2	60	63.1	106	54.3	139	39.9
821-990	542	28.1	244	28.9	25	26.3	54	27.7	109	31.3
991-1140	365	18.9	223	26.4	5	5.3	21	10.8	59	17.0
1141-1600	303	15.7	182	21.5	5	5.3	13	6.7	40	11.5
N=	1,931		845		95		195		348	
Median Score	900		990		760		820		870	
Non-Metropolitan Non-Adjacent										
<$30,000										
0-400	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0
401-820	1,243	36.9	343	22.7	347	57.1	462	48.4	65	26.4
821-990	1,122	33.3	527	34.8	191	31.4	311	32.6	84	34.2
991-1140	589	17.5	364	24.1	48	7.9	107	11.2	63	25.6
1141-1600	414	12.3	278	18.4	21	3.4	74	7.8	34	13.8
N=	3,369		1,512		608		954		246	
Median Score	890		980		810		840		940	
$30,000 to $49,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	443	22.4	217	16.0	92	48.4	107	37.8	23	17.4
821-990	693	35.0	479	35.3	62	32.6	98	34.6	48	36.4
991-1140	486	24.6	369	27.2	28	14.8	55	19.4	32	24.2
1141-1600	357	18.0	291	21.5	8	4.2	23	8.2	29	22.0
N=	1,979		1,356		190		283		132	
Median Score	970		990		830		880		990	
$50,000 to $59,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	144	18.5	91	14.7	25	43.9	17	27.0	8	27.6
821-990	258	33.1	203	32.7	23	40.3	26	41.3	4	13.8
991-1140	217	27.9	184	29.6	7	12.3	14	22.2	9	31.0
1141-1600	160	20.5	143	23.0	2	3.5	6	9.5	8	27.6
N=	779		621		57		63		29	
Median Score	990		1,020		850		920		1,080	
$60,000 to $79,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	211	17.6	146	15.1	22	36.7	32	34.4	6	8.6
821-990	359	29.8	289	30.0	24	40.0	27	29.0	16	22.9
991-1140	344	28.6	286	29.6	12	20.0	25	26.9	18	25.7
1141-1600	289	24.0	244	25.3	2	3.3	9	9.7	30	42.8
N=	1,203		965		60		93		70	
Median Score	1,020		1,030		905		910		1,100	

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Table 30, continued

ACT*/SAT Score by Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$80,000 to $99,999										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	36	11.1	23	9.3	7	35.0	2	9.5	3	9.3
821-990	108	33.1	77	30.9	8	40.0	10	47.6	11	34.4
991-1140	94	28.8	78	31.3	3	15.0	6	28.6	7	21.9
1141-1600	88	27.0	71	28.5	2	10.0	3	14.3	11	34.4
N=	326		249		20		21		32	
Median Score	1,030		1,030		900		980		1,035	
$100,000+										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	51	12.9	37	11.5	2	33.3	6	22.2	4	10.8
821-990	110	27.9	84	26.1	2	33.3	15	55.6	9	24.3
991-1140	106	26.8	95	29.5	2	33.3	1	3.7	8	21.6
1141-1600	128	32.4	106	32.9	0	0.0	5	18.5	16	43.3
N=	395		322		6		27		37	
Median Score	1,060		1,060		960		910		1,130	
No Response										
0-400	1	0.1	1	0.2	0	0.0	0	0.0	0	0.0
401-820	317	31.5	84	17.6	44	62.0	53	55.2	58	31.9
821-990	298	29.7	138	28.9	18	25.4	18	18.8	65	35.7
991-1140	230	22.9	145	30.3	5	7.0	17	17.7	37	20.3
1141-1600	159	15.8	110	23.0	4	5.6	8	8.3	22	12.1
N=	1,005		478		71		96		182	
Median Score	920		1,030		800		820		920	

*ACT Scores are adjusted to SAT Standard

Table 31: Number and Percent of Students in Texas by ACT®/SAT Combined Score, Household Income, Race/Ethnicity and Economic Region, 1995-96

ACT®/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
High Plains												
<$30,000												
0-400	1	0.1	0.00	0.0	0	0.0	1	0.2	0	0.0	0	0.0
401-820	625	33.2	225	21.0	93	58.9	264	50.7	31	31.3	12	38.7
821-990	588	31.2	342	31.8	48	30.4	152	29.2	38	38.4	8	25.8
991-1140	391	20.8	292	27.2	9	5.7	69	13.2	16	16.2	5	16.1
1141-1600	278	14.7	215	20.0	8	5.0	35	6.7	14	14.1	6	19.4
N=	1,883		1,074		158		521		99		31	
Median Score	910		990		810		820		900		910	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	307	21.6	200	17.9	18	45.0	73	39.7	11	19.0	5	27.8
821-990	428	30.2	334	29.8	12	30.0	59	32.1	17	29.3	6	33.3
991-1140	396	27.9	331	29.6	6	15.0	37	20.1	18	31.0	4	22.2
1141-1600	288	20.3	254	22.7	4	10.0	15	8.1	12	20.7	3	16.7
N=	1,419		1,119		40		184		58		18	
Median Score	990		1,020		860		870		1,005		990	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	105	15.7	86	15.4	5	45.5	10	17.0	2	6.7	2	22.2
821-990	183	27.4	148	26.5	4	36.3	20	33.9	8	26.7	3	33.4
991-1140	211	31.6	180	32.2	2	18.2	18	30.5	9	30.0	2	22.2
1141-1600	169	25.3	145	25.9	0	0.0	11	18.6	11	36.6	2	22.2
N=	668		559		11		59		30		9	
Median Score	1,030		1,030		860		990		1,060		860	
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	156	13.5	131	12.8	9	69.2	13	20.0	1	2.8	2	9.5
821-990	342	29.6	297	29.1	4	30.8	26	40.0	9	25.0	6	28.6
991-1140	375	32.4	340	33.3	0	0.0	17	26.1	13	36.1	5	23.8
1141-1600	284	24.5	254	24.8	0	0.0	9	13.9	13	36.1	8	38.1
N=	1,157		1,022		13		65		36		21	
Median Score	1,030		1,030		770		970		1,070		1,140	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	24	10.6	21	10.2	1	50.0	2	20.0	0	0.0	0	0.0
821-990	80	35.2	71	34.3	1	50.0	4	40.0	3	50.0	1	50.0
991-1140	65	28.6	59	28.5	0	0.0	3	30.0	2	33.3	1	50.0
1141-1600	58	25.6	56	27.0	0	0.0	1	10.0	1	16.7	0	0.0
N=	227		207		2		10		6		2	
Median Score	1,030		1,030		790		980		1,015		1,005	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	34	10.4	30	10.6	0	0.0	2	18.2	0	0.0	2	50.0
821-990	49	29.2	84	29.8	1	50.0	2	18.2	8	30.8	0	0.0
991-1140	98	30.2	90	31.9	0	0.0	2	18.2	6	23.1	0	0.0
1141-1600	98	30.2	78	27.7	1	50.0	5	45.4	12	46.1	2	50.0
N=	325		282		2		11		26		4	
Median Score	1,060		1,040		1,055		1,100		1,095		995	
Household Income Not Reported												
0-400	1	0.1	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0
401-820	198	29.9	70	20.4	14	77.8	28	45.1	17	23.3	69	41.3
821-990	183	27.6	86	25.1	4	22.2	20	32.3	28	38.3	45	26.9
991-1140	161	24.3	111	32.3	0	0.0	7	11.3	15	20.6	28	16.8
1141-1600	120	18.1	76	22.2	0	0.0	6	9.7	13	17.8	25	15.0
N=	663		343		18		62		73		167	
Median Score	940		1,030		770		860		930		860	
					Northwest							
<$30,000												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	392	27.6	228	22.0	65	64.4	71	37.2	22	27.9	6	40.0
821-990	474	33.4	350	33.9	20	19.8	69	36.1	29	36.7	6	40.0
991-1140	320	22.6	256	24.8	9	8.9	35	18.3	19	24.0	1	6.7
1141-1600	233	16.4	199	19.3	7	6.9	16	8.4	9	11.4	2	13.3
N=	1,419		1,033		101		191		79		15	
Median Score	930		990		780		860		920		910	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	236	20.0	179	18.0	22	46.8	19	24.3	13	25.5	3	25.0
821-990	391	33.1	328	33.0	15	31.9	29	37.2	18	35.3	1	8.3
991-1140	316	26.7	269	27.1	9	19.2	23	29.5	12	23.5	3	25.0
1141-1600	239	20.2	218	21.9	1	2.1	7	9.0	8	15.7	5	41.7
N=	1,182		994		47		78		51		12	
Median Score	990		990		850		945		890		1,085	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	88	18.9	72	17.3	5	50.0	7	43.8	4	22.2	0	0.0
821-990	126	27.1	114	27.5	1	10.0	7	43.8	2	11.1	2	33.3
991-1140	127	27.3	115	27.7	2	20.0	2	12.4	5	27.8	3	50.0
1141-1600	124	26.7	114	27.5	2	20.0	0	0.0	7	38.9	1	16.7
N=	465		415		10		16		18		6	
Median Score	1,030		1,030		840		865		1,080		1,030	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	90	14.2	77	13.3	2	16.7	7	23.3	1	11.1	3	50.0
821-990	183	28.8	164	28.4	7	58.3	8	26.7	4	44.5	0	0.0
991-1140	194	30.5	180	31.1	3	25.0	8	26.7	2	22.2	1	16.7
1141-1600	168	26.5	157	27.2	0	0.0	7	23.3	2	22.2	2	33.3
N=	635		578		12		30		9		6	
Median Score	1030		1030		920		1,020		990		960	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	19	15.7	17	14.9	1	100.0	0	0.0	1	33.3	0	0.0
821-990	31	25.6	28	24.5	0	0.0	0	0.0	1	33.3	2	66.7
991-1140	37	30.6	37	32.5	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	34	28.1	32	28.1	0	0.0	0	0.0	1	33.3	1	33.3
N=	121		114		1		0		3		3	
Median Score	1,050		1,055		820		--		860		990	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	23	14.6	22	15.4	0	0.0	0	0.0	1	9.1	0	0.0
821-990	45	28.5	36	25.2	0	0.0	3	100.0	5	45.5	1	100.0
991-1140	35	22.1	34	23.8	0	0.0	0	0.0	1	9.1	0	0.0
1141-1600	55	34.8	51	35.6	0	0.0	0	0.0	4	36.3	0	0.0
N=	158		143		0		3		11		1	
Median Score	1,030		1,070		--		920		950		910	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	100	24.6	48	19.1	6	50.0	7	35.0	11	21.1	28	38.9
821-990	117	28.7	67	26.7	5	41.7	6	30.0	18	34.6	21	29.1
991-1140	111	27.3	77	30.7	1	8.3	5	25.0	16	30.8	12	16.7
1141-1600	79	19.4	59	23.5	0	0.0	2	10.0	7	13.5	11	15.3
N=	407		251		12		20		52		72	
Median Score	990		1,030		790		930		980		910	
					Metroplex							
<$30,000												
0-400	11	0.1	0	0.0	8	0.4	1	0.1	1	0.1	1	1.2
401-820	2,717	35.2	598	18.1	1,357	60.5	437	41.0	295	28.6	30	34.9
821-990	2,325	30.2	1,017	30.9	597	26.6	366	34.3	319	31.0	26	30.2
991-1140	1,538	19.9	945	28.7	190	8.5	167	15.7	223	21.7	13	15.1
1141-1600	1,127	14.6	734	22.3	90	4.0	95	8.9	192	18.6	16	18.6
N=	7,718		3,294		2,242		1,066		1,030		86	
Median Score	910		1,000		790		860		930		910	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$30,000 to $49,999												
0-400	2	0.0	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	1,354	19.9	643	14.2	434	47.0	169	26.7	89	13.5	19	35.2
821-990	2,061	30.2	1,354	29.8	293	31.7	224	35.4	181	27.5	9	16.7
991-1140	1,881	27.6	1,402	30.8	127	13.7	155	24.5	185	28.1	12	22.2
1141-1600	1,519	22.3	1,147	25.2	69	7.5	85	13.4	204	30.9	14	25.9
N=	6,817		4,547		924		633		659		54	
Median Score	990		1,030		840		920		1,040		990	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	471	14.7	281	11.5	104	35.2	43	22.4	37	15.0	6	24.0
821-990	957	29.9	714	29.3	108	36.6	70	36.4	61	24.8	4	16.0
991-1140	888	27.8	728	29.8	53	18.0	46	24.0	55	22.4	6	24.0
1141-1600	881	27.6	716	29.4	30	10.2	33	17.2	93	37.8	9	36.0
N=	3,197		2,439		295		192		246		25	
Median Score	1,030		1,040		890		960		1,060		1,060	
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	887	13.2	627	11.5	140	34.8	58	17.6	45	10.3	17	16.8
821-990	1,686	25.1	1,338	24.6	146	36.3	96	29.1	93	21.4	13	12.9
991-1140	2,057	30.6	1,733	31.8	70	17.4	102	30.9	126	29.0	26	25.7
1141-1600	2,087	31.1	1,751	32.1	46	11.5	74	22.4	171	39.3	45	44.6
N=	6,717		5,449		402		330		435		101	
Median Score	1,060		1,060		890		1,025		1,100		1,140	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	250	10.6	184	9.1	31	32.3	16	17.0	15	10.3	4	26.7
821-990	625	26.4	536	26.6	35	36.5	28	29.8	25	17.3	1	6.7
991-1140	708	29.9	626	31.0	17	17.7	22	23.4	36	24.8	7	46.6
1141-1600	784	33.1	671	33.3	13	13.5	28	29.8	69	47.6	3	20.0
N=	2,367		2,017		96		94		145		15	
Median Score	1,060		1,070		930		1,010		1,140		1,060	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	229	6.9	185	6.2	21	30.9	9	8.3	13	6.8	1	9.1
821-990	733	21.9	646	21.8	19	27.9	32	29.4	33	17.3	3	27.3
991-1140	988	29.6	906	30.6	12	17.7	31	28.4	37	19.4	2	18.2
1141-1600	1,391	41.6	1,225	41.4	16	23.5	37	33.9	108	56.5	5	45.4
N=	3,341		2,962		68		109		191		11	
Median Score	1,100		1,100		935		1,060		1,160		1,060	

Table 31, continued

ACT®/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Household Income Not Reported												
0-400	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.2
401-820	931	21.7	232	11.7	202	54.7	63	35.8	263	22.9	171	27.9
821-990	1,149	26.8	501	25.3	118	32.0	54	30.7	319	27.8	157	25.6
991-1140	1,064	24.9	612	30.9	30	8.1	34	19.3	248	21.6	140	22.9
1141-1600	1,141	26.6	636	32.1	19	5.2	25	14.2	318	27.7	143	23.4
N=	4,286		1,981		369		176		1,148		612	
Median Score	1,010		1,060		820		910		990		990	
Upper East Texas												
<$30,000												
0-400	2	0.1	0	0.0	2	0.4	0	0.0	0	0.0	0	0.0
401-820	644	34.7	249	22.4	316	59.9	34	32.7	24	36.9	21	43.7
821-990	528	28.5	314	28.2	141	26.8	39	37.5	20	30.8	14	29.2
991-1140	406	21.8	317	28.5	47	8.9	23	22.1	13	20.0	6	12.5
1141-1600	276	14.9	232	20.9	21	4.0	8	7.7	8	12.3	7	14.6
N=	1,856		1,112		527		104		65		48	
Median Score	910		990		770		900		890		860	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	308	21.5	192	16.2	79	57.6	10	31.3	18	30.5	9	47.4
821-990	440	30.7	379	32.0	33	24.1	8	25.0	15	25.4	5	26.3
991-1140	422	29.5	376	31.7	19	13.9	9	28.1	15	25.4	3	15.8
1141-1600	263	18.3	239	20.1	6	4.4	5	15.6	11	18.7	2	10.5
N=	1,433		1,186		137		32		59		19	
Median Score	990		1,010		820		975		940		860	
$50,000 to $59,999												
0-400	1	0.2	0	0.0	1	2.0	0	0.0	0	0.0	0	0.0
401-820	112	18.1	81	15.5	23	46.9	2	25.0	3	12.0	3	23.1
821-990	170	27.5	146	27.9	12	24.5	2	25.0	8	32.0	2	15.4
991-1140	179	29.0	155	29.6	11	22.5	2	25.0	8	32.0	3	23.1
1141-1600	156	25.2	141	27.0	2	4.1	2	25.0	6	24.0	5	38.4
N=	618		523		49		8		25		13	
Median Score	1,030		1,030		860		940		1,040		1,060	
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	211	18.6	166	16.5	34	48.6	5	22.7	2	8.7	4	26.7
821-990	313	27.5	274	27.2	21	30.0	8	36.4	4	17.4	6	40.0
991-1140	342	30.1	315	31.3	8	11.4	6	27.3	10	43.5	3	20.0
1141-1600	270	23.8	251	25.0	7	10.0	3	13.6	7	30.4	2	13.3
N=	1,136		1,006		70		22		23		15	
Median Score	1,030		1,030		850		990		1,100		860	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	37	15.7	34	15.8	1	14.3	0	0.0	2	22.2	0	0.0
821-990	65	27.7	59	27.5	3	42.8	2	100.0	0	0.0	1	50.0
991-1140	70	29.8	65	30.2	1	14.3	0	0.0	4	44.5	0	0.0
1141-1600	63	26.8	57	26.5	2	28.6	0	0.0	3	33.3	1	50.0
N=	235		215		7		2		9		2	
Median Score	1,040		1,040		990		895		1,100		1,050	
$100,000+												
0-400	1	0.4	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0
401-820	29	11.4	25	10.6	0	0.0	1	14.3	1	14.3	2	66.7
821-990	77	30.2	70	29.8	2	66.7	1	14.3	3	42.9	1	33.3
991-1140	76	29.8	73	31.1	0	0.0	3	42.8	0	0.0	0	0.0
1141-1600	72	28.2	67	28.5	1	33.3	2	28.6	2	28.5	0	0.0
N=	255		235		3		7		7		3	
Median Score	1,040		1,040		910		1,060		930		820	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	205	30.2	75	20.3	39	56.5	4	44.5	24	26.7	63	45.0
821-990	194	28.7	108	29.2	17	24.7	3	33.3	29	32.2	37	26.4
991-1140	169	24.9	113	30.5	7	10.1	2	22.2	25	27.8	22	15.7
1141-1600	110	16.2	74	20.0	6	8.7	0	0.0	12	13.3	18	12.9
N=	678		370		69		9		90		140	
Median Score	940		1,005		800		860		970		860	
Southeast Texas												
<$30,000												
0-400	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	927	40.0	222	24.8	476	58.6	145	41.1	75	30.4	9	75.0
821-990	807	34.8	334	37.4	252	31.0	144	40.8	75	30.4	2	16.7
991-1140	347	15.0	193	21.6	56	7.0	43	12.2	54	21.8	1	8.3
1141-1600	236	10.2	145	16.2	27	3.3	21	5.9	43	17.4	0	0.0
N=	2,318		894		812		353		247		12	
Median Score	870		930		790		860		940		820	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	342	22.4	155	15.4	124	49.2	34	26.8	29	20.9	0	0.0
821-990	561	36.7	370	36.6	88	34.9	52	41.0	49	35.2	2	100.0
991-1140	372	24.3	280	27.8	34	13.5	22	17.3	36	25.9	0	0.0
1141-1600	254	16.6	204	20.2	6	2.4	19	14.9	25	18.0	0	0.0
N=	1,529		1,009		252		127		139		2	
Median Score	960		990		830		930		970		950	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
01-820	139	21.0	93	18.2	34	40.5	5	15.6	7	19.4	0	0.0
821-990	256	38.6	193	37.8	37	44.0	16	50.0	10	27.8	0	0.0
991-1140	167	25.2	139	27.3	10	11.9	8	25.0	10	27.8	0	0.0
1141-1600	101	15.2	85	16.7	3	3.6	3	9.4	9	25.0	1	100.0
N=	663		510		84		32		36		1	
Median Score	950		960		860		945		1,035		1,460	
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	171	16.1	111	13.5	42	36.9	10	23.8	6	8.0	2	15.4
821-990	321	30.2	251	30.6	39	34.2	11	26.2	18	24.0	2	15.4
991-1140	313	29.4	250	30.5	25	21.9	13	31.0	22	29.3	3	23.1
1141-1600	259	24.3	208	25.4	8	7.0	8	19.0	29	38.7	6	46.1
N=	1,064		820		114		42		75		13	
Median Score	1,030		1,030		910		995		1,080		1,140	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	49	14.3	33	12.9	11	47.8	2	10.0	3	7.0	0	0.0
821-990	122	35.6	88	34.2	8	34.8	10	50.0	16	37.2	0	0.0
991-1140	79	23.0	63	24.5	3	13.0	4	20.0	9	20.9	0	0.0
1141-1600	93	27.1	73	28.4	1	4.4	4	20.0	15	34.9	0	0.0
N=	343		257		23		20		43		0	
Median Score	1,000		1,010		840		980		1,030		--	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	47	11.7	36	11.3	4	22.2	4	16.7	3	7.3	0	0.0
821-990	112	27.8	90	28.1	7	38.9	9	37.5	6	14.6	0	0.0
991-1140	109	27.0	90	28.1	5	27.8	2	8.3	12	29.3	0	0.0
1141-1600	135	33.5	104	32.5	2	11.1	9	37.5	20	48.8	0	0.0
N=	403		320		18		24		41		0	
Median Score	1,060		1,050		980		985		1,140		--	
Household Income Not Reported												
0-400	1	0.1	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0
401-820	248	29.8	58	17.2	63	52.5	15	34.9	79	29.8	33	48.6
821-990	265	31.8	103	30.6	39	32.5	10	23.2	94	35.5	19	28.0
991-1140	192	23.0	100	29.7	14	11.7	14	32.6	56	21.1	8	11.7
1141-1600	127	15.3	75	22.2	4	3.3	4	9.3	36	13.6	8	11.7
N=	833		337		120		43		265		68	
Median Score	930		1,010		820		950		910		860	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Gulf Coast							
<$30,000												
0-400	4	0.1	1	0.1	3	0.1	0	0.0	0	0.0	0	0.0
401-820	2,368	33.6	378	17.2	1,030	51.9	665	40.8	267	23.1	28	37.8
821-990	2,325	33.0	714	32.5	624	31.5	602	37.0	359	31.0	26	35.1
991-1140	1,384	19.7	639	29.1	214	10.8	252	15.5	270	23.3	9	12.2
1141-1600	956	13.6	463	21.1	112	5.7	109	6.7	261	22.6	11	14.9
N=	7,037		2,195		1,983		1,628		1,157		74	
Median Score	910		1,000		820		860		980		860	
$30,000 to $49,999												
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,187	20.0	452	13.8	408	41.3	225	26.5	90	11.4	12	26.8
821-990	1,857	31.2	994	30.4	345	34.9	306	36.0	201	25.4	11	24.4
991-1140	1,648	27.7	1,026	31.4	162	16.4	211	24.8	238	30.0	11	24.4
1141-1600	1,256	21.1	800	24.4	73	7.4	108	12.7	264	33.2	11	24.4
N=	5,949		3,273		988		850		793		45	
Median Score	990		1,030		860		940		1,060		990	
$50,000 to $59,999												
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.3	0	0.0
401-820	485	16.7	260	13.6	124	39.1	70	22.4	28	8.5	3	9.1
821-990	869	29.9	573	30.0	105	33.1	111	35.6	69	20.9	11	33.3
991-1140	791	27.3	552	28.9	51	16.1	83	26.6	94	28.5	11	33.3
1141-1600	757	26.1	526	27.5	37	11.7	48	15.4	138	41.8	8	24.3
N=	2,903		1,911		317		312		330		33	
Median Score	1,020		1,030		870		970		1,100		1,030	
$60,000 to $79,999												
0-400	2	0.0	0	0.0	2	0.4	0	0.0	0	0.0	0	0.0
401-820	865	13.6	519	11.4	167	30.7	118	21.5	47	7.9	14	14.9
821-990	1,616	25.5	1,129	24.8	191	35.2	169	30.8	111	18.7	16	17.0
991-1140	1,823	28.8	1,381	30.3	113	20.8	150	27.3	153	25.8	26	27.7
1141-1600	2,032	32.1	1,530	33.5	70	12.9	112	20.4	282	47.6	38	40.4
N=	6,338		4,559		543		549		593		94	
Median Score	1,060		1,060		910		990		1,140		1,100	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	229	10.0	149	8.3	40	30.5	20	12.8	19	9.4	1	9.1
821-990	563	24.5	446	24.9	42	32.1	45	28.9	27	13.3	3	27.3
991-1140	664	29.0	531	29.6	37	28.2	45	28.9	48	23.6	3	27.3
1141-1600	837	36.5	666	37.2	12	9.2	46	29.4	109	53.7	4	36.3
N=	2,293		1,792		131		156		203		11	
Median Score	1,080		1,080		910		1,055		1,170		1,100	

Table 31, continued

ACT[a]/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	192	6.2	154	6.1	15	21.7	12	7.9	9	3.0	2	10.0
821-990	622	20.3	514	20.3	24	34.8	35	23.2	43	14.3	6	30.0
991-1140	906	29.5	779	30.8	16	23.2	49	32.5	59	19.7	3	15.0
1141-1600	1,351	44.0	1,084	42.8	14	20.3	55	36.4	189	63.0	9	45.0
N=	3,071		2,531		69		151		300		20	
Median Score	1,120		1,110		950		1,070		1,240		1,085	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	893	23.5	211	13.5	179	53.9	78	33.1	254	22.4	171	32.0
821-990	985	25.9	398	25.3	92	27.7	69	29.2	317	27.9	109	20.3
991-1140	931	24.5	464	29.6	38	11.5	52	22.0	245	21.6	132	24.7
1141-1600	998	26.1	496	31.6	23	6.9	37	15.7	319	28.1	123	23.0
N=	3,807		1,569		332		236		1,135		535	
Median Score	1,000		1,060		820		910		990		990	
Central Texas												
<$30,000												
0-400	3	0.1	0	0.0	2	0.3	1	0.2	0	0.0	0	0.0
401-820	944	28.9	324	18.5	337	54.3	207	36.6	63	21.3	13	34.2
821-990	1,031	31.5	544	31.1	184	29.7	205	36.3	91	30.7	7	18.4
991-1140	729	22.3	493	28.2	63	10.1	92	16.3	71	24.0	10	26.3
1141-1600	563	17.2	389	22.2	35	5.6	60	10.6	71	24.0	8	21.1
N=	3,270		1,750		621		565		296		38	
Median Score	940		1,000		820		880		990		990	
$30,000 to $49,999												
0-400	2	0.1	1	0.0	1	0.4	0	0.0	0	0.0	0	0.0
401-820	604	19.7	338	15.1	121	48.0	108	30.4	34	17.4	3	9.7
821-990	930	30.3	662	29.7	86	34.7	118	33.2	53	27.0	11	35.4
991-1140	849	27.7	685	30.7	27	10.1	80	22.5	50	25.5	7	22.6
1141-1600	681	22.2	546	24.5	17	6.8	49	13.9	59	30.1	10	32.3
N=	3,066		2,232		252		355		196		31	
Median Score	990		1,030		835		910		1,030		1,030	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	201	14.6	139	12.6	26	37.1	25	21.5	9	12.3	2	15.4
821-990	413	30.0	328	29.7	28	40.0	37	31.9	16	21.9	4	30.8
991-1140	384	28.0	322	29.2	10	14.3	30	25.9	18	24.7	4	30.8
1141-1600	377	27.4	314	28.5	6	8.6	24	20.7	30	41.1	3	23.0
N=	1,375		1,103		70		116		73		13	
Median Score	1,030		1,030		885		990		1,100		1,030	

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Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$60,000 to $79,999												
0-400	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0
401-820	326	12.9	230	10.9	43	41.4	35	21.1	14	11.7	4	11.8
821-990	588	23.2	499	23.6	26	25.0	41	24.7	19	15.8	3	8.8
991-1140	789	31.1	683	32.4	25	24.0	41	24.7	26	21.7	14	41.2
1141-1600	831	32.8	698	33.0	10	9.6	49	29.5	61	50.8	13	38.2
N=	2,535		2,111		104		166		120		34	
Median Score	1,060		1,060		875		1,020		1,170		1,080	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	63	9.3	44	7.6	8	33.3	8	20.0	2	7.0	1	16.7
821-990	155	22.9	132	22.9	9	37.5	9	22.5	5	17.2	0	0.0
991-1140	221	32.7	196	34.0	6	25.0	6	15.0	11	37.9	2	33.3
1141-1600	237	35.1	205	35.5	1	4.2	17	42.5	11	37.9	3	50.0
N=	676		577		24		40		29		6	
Median Score	1,080		1,080		885		1,090		1,100		1,150	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	62	7.6	54	7.4	4	36.3	2	6.7	1	2.9	1	25.0
821-990	190	23.3	164	22.3	5	45.5	9	30.0	11	31.4	1	25.0
991-1140	240	29.5	220	30.0	1	9.1	7	23.3	11	31.4	1	25.0
1141-1600	322	39.6	296	40.3	1	9.1	12	40.0	12	34.3	1	25.0
N=	814		734		11		30		35		4	
Median Score	1,100		1,100		870		1,090		1,100		1,005	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	320	23.5	87	13.2	49	49.0	35	38.9	75	24.1	74	36.5
821-990	361	26.5	150	22.7	33	33.0	33	36.7	91	29.3	54	26.6
991-1140	329	24.0	204	30.9	10	10.0	18	20.0	60	19.3	37	18.2
1141-1600	354	26.0	219	33.2	8	8.0	4	4.4	85	27.3	38	18.7
N=	1,364		660		100		90		311		203	
Median Score	1,000		1,060		830		860		980		910	
					South Texas							
<$30,000												
0-400	15	0.1	0	0.0	0	0.0	15	0.1	0	0.0	0	0.0
401-820	5,546	46.5	410	20.8	354	54.0	4,495	52.2	160	32.6	127	65.5
821-990	3,575	30.0	638	32.4	207	31.6	2,532	29.4	159	32.4	39	20.1
991-1140	1,735	14.6	540	27.4	70	10.7	1,007	11.7	104	21.1	14	7.2
1141-1600	1,054	8.8	381	19.4	24	3.7	567	6.6	68	13.9	14	7.2
N=	11,925		1,969		655		8,616		491		194	
Median Score	850		990		810		820		910		770	

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Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,474	26.3	366	15.6	108	38.4	930	35.8	54	16.5	16	29.6
821-990	1,805	32.2	712	30.4	109	38.8	862	33.2	110	33.6	12	22.2
991-1140	1,349	24.1	717	30.6	44	15.7	493	19.0	81	24.8	14	26.0
1141-1600	974	17.4	550	23.4	20	7.1	310	12.0	82	25.1	12	22.2
N=	5,602		2,345		281		2,595		327		54	
Median Score	950		1,020		870		900		990		990	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	477	21.5	155	13.7	40	38.5	256	30.4	21	19.6	5	14.7
821-990	716	32.3	355	31.4	35	33.6	291	34.5	28	26.2	7	20.6
991-1140	582	26.2	340	30.0	20	19.2	179	21.2	29	27.1	14	41.2
1141-1600	444	20.0	281	24.9	9	8.7	117	13.9	29	27.1	8	23.5
N=	2,219		1,131		104		843		107		34	
Median Score	990		1,030		860		920		1,030		1,060	
$60,000 to $79,999												
0-400	2	0.1	0	0.0	0	0.0	2	0.2	0	0.0	0	0.0
401-820	699	18.9	288	13.6	40	32.3	338	27.4	21	13.6	12	18.8
821-990	1,047	28.3	579	27.3	32	25.8	387	31.4	39	25.3	10	15.6
991-1140	1,029	27.8	645	30.4	40	32.3	284	23.1	43	28.0	17	26.5
1141-1600	919	24.9	610	28.7	12	9.6	221	17.9	51	33.1	25	39.1
N=	3,696		2,122		124		1,232		154		64	
Median Score	1,020		1,040		925		950		1,060		1,060	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	146	13.6	75	11.1	6	18.8	56	18.7	7	13.5	2	25.0
821-990	331	30.9	199	29.2	10	31.2	106	35.5	13	25.0	3	37.5
991-1140	322	30.0	214	31.4	9	28.1	78	26.1	19	36.5	2	25.0
1141-1600	273	25.5	193	28.4	7	21.9	59	19.7	13	25.0	1	12.5
N=	1,072		681		32		299		52		8	
Median Score	1,030		1,050		1,005		990		1,060		925	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	155	12.6	82	10.1	6	27.3	51	16.6	13	14.1	3	42.8
821-990	339	27.5	216	26.8	6	27.3	101	32.9	15	16.3	1	14.3
991-1140	355	28.7	253	31.4	3	13.6	75	24.4	22	23.9	2	28.6
1141-1600	386	31.2	256	31.7	7	31.8	80	26.1	42	45.7	1	14.3
N=	1,235		807		22		307		92		7	
Median Score	1,060		1,060		945		1,000		1,105		990	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Household Income Not Reported												
0-400	6	0.2	0	0.0	1	1.0	0	0.0	1	0.2	4	0.5
401-820	1,362	43.1	122	16.4	61	59.2	433	51.0	257	40.5	489	58.8
821-990	838	26.5	215	28.9	28	27.2	235	27.7	190	29.9	170	20.4
991-1140	485	15.3	190	25.5	7	6.8	104	12.3	105	16.5	79	9.5
1141-1600	472	14.9	218	29.2	6	5.8	76	8.9	82	12.9	90	10.8
N=	3,163		745		103		848		635		832	
Median Score	860		1,030		800		820		880		770	
West Texas												
<$30,000												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	310	30.0	104	20.1	35	54.7	151	39.3	16	26.7	4	44.5
821-990	337	32.5	171	33.0	18	28.1	128	33.3	19	31.7	1	11.1
991-1140	240	23.2	151	29.1	6	9.4	63	16.4	18	30.0	2	22.2
1141-1600	148	14.3	92	17.8	5	7.8	42	11.0	7	11.6	2	22.2
N=	1,035		518		64		384		60		9	
Median Score	930		990		785		885		985		910	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	167	18.8	111	16.7	13	43.3	37	24.0	4	12.9	2	22.2
821-990	285	32.1	206	31.0	13	43.3	55	35.7	10	32.3	1	11.1
991-1140	258	29.0	197	29.6	3	10.1	43	28.0	10	32.3	5	55.6
1141-1600	179	20.1	151	22.7	1	3.3	19	12.3	7	22.5	1	11.1
N=	889		665		30		154		31		9	
Median Score	990		1,010		860		950		1,010		1,030	
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	59	15.4	44	13.5	4	44.5	6	17.1	2	22.3	3	60.0
821-990	120	31.2	99	30.4	2	22.2	16	45.7	3	33.3	0	0.0
991-1140	119	31.0	106	32.5	3	33.3	8	22.9	1	11.1	1	20.0
1141-1600	86	22.4	77	23.6	0	0.0	5	14.3	3	33.3	1	20.0
N=	384		326		9		35		9		5	
Median Score	1,025		1,030		970		940		990		770	
$60,000 to $79,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	102	15.6	77	14.1	5	29.4	16	25.0	2	11.8	2	20.0
821-990	187	28.6	154	28.2	4	23.5	20	31.2	5	29.4	4	40.0
991-1140	203	31.0	168	30.8	7	41.2	22	34.4	3	17.7	3	30.0
1141-1600	162	24.8	147	26.9	1	5.9	6	9.4	7	41.1	1	10.0
N=	654		546		17		64		17		10	
Median Score	1,030		1,030		990		950		1,030		990	

Table 31, continued

ACT[a]/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	26	12.9	19	11.0	4	66.7	2	16.7	0	0.0	1	50.0
821-990	49	24.3	39	22.5	2	33.3	6	50.0	2	22.2	0	0.0
991-1140	67	33.1	60	34.7	0	0.0	3	25.0	3	33.3	1	50.0
1141-1600	60	29.7	55	31.8	0	0.0	1	8.3	4	44.5	0	0.0
N=	202		173		6		12		9		2	
Median Score	1,060		1,080		795		940		1,140		870	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	25	11.9	20	11.0	0	0.0	3	27.2	1	6.3	1	50.0
821-990	50	23.7	42	23.2	0	0.0	4	36.4	4	25.0	0	0.0
991-1140	61	28.9	60	33.2	0	0.0	0	0.0	1	6.3	0	0.0
1141-1600	75	35.5	59	32.6	1	100.0	4	36.4	10	62.4	1	50.0
N=	211		181		1		11		16		2	
Median Score	1,070		1,070		1,310		910		1,195		965	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	117	27.2	41	20.0	6	42.9	22	40.7	17	22.7	31	37.4
821-990	129	30.0	55	27.0	5	35.7	15	27.8	27	36.0	27	32.5
991-1140	106	24.7	66	32.4	2	14.3	10	18.5	18	24.0	10	12.0
1141-1600	78	18.1	42	20.6	1	7.1	7	13.0	13	17.3	15	18.1
N=	430		204		14		54		75		83	
Median Score	930		1,025		870		875		950		860	
Upper Rio Grande												
<$30,000												
0-400	3	0.1	1	0.5	0	0.0	2	0.0	0	0.0	0	0.0
401-820	1,171	43.5	40	19.6	65	46.4	1,022	46.4	32	26.2	12	52.2
821-990	887	32.9	57	27.9	47	33.6	740	33.6	40	32.8	3	13.0
991-1140	431	16.0	61	29.9	23	16.4	317	14.4	25	20.5	5	21.8
1141-1600	201	7.5	45	22.1	5	3.6	123	5.6	25	20.5	3	13.0
N=	2,693		204		140		2,204		122		23	
Median Score	860		1,010		840		840		970		820	
$30,000 to $49,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	303	28.3	40	17.0	14	29.8	241	33.8	6	9.0	2	33.3
821-990	381	35.6	81	34.3	22	46.8	248	34.8	29	43.2	1	16.7
991-1140	244	22.9	71	30.1	6	12.8	145	20.3	20	29.9	2	33.3
1141-1600	141	13.2	44	18.6	5	10.6	79	11.1	12	17.9	1	16.7
N=	1,069		236		47		713		67		6	
Median Score	920		990		890		900		990		945	

Table 31, continued

ACT*/SAT Score by Economic Regions	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$50,000 to $59,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	70	20.1	8	6.8	5	33.3	55	29.6	2	7.7	0	0.0
821-990	114	32.8	36	30.5	0	0.0	69	37.1	8	30.8	1	33.3
991-1140	90	26.0	38	32.2	6	40.0	37	19.9	9	34.6	0	0.0
1141-1600	74	21.1	36	30.5	4	26.7	25	13.4	7	26.9	2	66.7
N=	348		118		15		186		26		3	
Median Score	985		1,060		1,040		915		1,025		1,210	
$60,000 to $79,999												
0-400	2	0.2	0	0.0	0	0.0	2	0.7	0	0.0	0	0.0
401-820	113	18.9	22	9.2	4	28.6	79	26.8	4	9.5	4	40.0
821-990	182	30.4	81	34.0	2	14.3	87	29.5	11	26.2	1	10.0
991-1140	165	27.6	72	30.3	5	35.7	75	25.4	12	28.6	1	10.0
1141-1600	137	22.9	63	26.5	3	21.4	52	17.6	15	35.7	4	40.0
N=	599		238		14		295		42		10	
Median Score	1,000		1,030		1,015		970		1,060		1,045	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	25	13.7	5	5.4	5	83.3	14	19.2	1	9.1	0	0.0
821-990	52	28.4	23	24.7	1	16.7	21	28.8	7	63.6	0	0.0
991-1140	61	33.3	35	37.6	0	0.0	26	35.6	0	0.0	0	0.0
1141-1600	45	24.6	30	32.3	0	0.0	12	16.4	3	27.3	0	0.0
N=	183		93		6		73		11		0	
Median Score	1,030		1,080		795		1,020		970		--	
$100,000+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	27	12.6	10	9.1	0	0.0	13	16.9	4	16.0	0	0.0
821-990	65	30.4	33	30.3	1	50.0	26	33.8	4	16.0	1	100.0
991-1140	67	31.3	34	31.2	0	0.0	25	32.4	8	32.0	0	0.0
1141-1600	55	25.7	32	29.4	1	50.0	13	16.9	9	36.0	0	0.0
N=	214		109		2		77		25		1	
Median Score	1,025		1,050		1,050		990		1,030		990	
Household Income Not Reported												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	178	41.9	12	17.4	4	33.3	90	47.4	55	48.7	17	41.5
821-990	127	29.9	19	27.5	5	41.7	59	31.0	35	31.0	9	22.0
991-1140	81	19.0	20	29.0	3	25.0	31	16.3	19	16.8	8	19.5
1141-1600	39	9.2	18	26.1	0	0.0	10	5.3	4	3.5	7	17.0
N=	425		69		12		190		113		41	
Median Score	860		1,030		890		840		840		860	

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*ACT Scores are adjusted to SAT Standard.

Table 32: Number* and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student and Education Level of Parent, 1995-96

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
<High School										
0-400	3	0.06	0	0.00	2	0.43	1	0.03	0	0.00
401-820	2,509	46.74	161	30.04	311	66.17	1,823	48.85	214	33.91
821-990	1,869	34.82	199	37.12	121	25.74	1,336	35.81	213	33.76
991-1140	741	13.80	132	24.63	31	6.60	457	12.25	121	19.18
1141-1600	246	4.58	44	8.21	5	1.06	114	3.06	83	13.15
N=	5,368		536		470		3,731		631	
Median Score	840		925		760		830		910	
High School Graduate/ Equivalent										
0-400	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
401-820	3,561	31.85	1,041	20.41	1,020	58.77	1,271	36.54	229	26.44
821-990	4,250	38.01	1,987	38.95	542	31.22	1,404	40.37	317	36.61
991-1140	2,325	20.79	1,375	26.96	138	7.94	617	17.74	195	22.52
1141-1600	1,045	9.35	698	13.68	36	2.07	186	5.35	125	14.43
N=	11,181		5,101		1,736		3,478		866	
Median Score	900		950		790		880		940	
Some College										
0-400	5	0.02	1	0.01	3	0.08	1	0.02	0	0.00
401-820	5,474	22.76	2,085	15.06	1,621	45.17	1,494	29.89	274	16.91
821-990	8,776	36.48	4,901	35.39	1,352	37.67	1,974	39.49	549	33.89
991-1140	6,235	25.92	4,210	30.40	478	13.32	1,104	22.08	443	27.35
1141-1600	3,565	14.82	2,650	19.14	135	3.76	426	8.52	354	21.85
N=	24,055		13,847		3,589		4,999		1,620	
Median Score	950		990		840		910		990	
Bachelor/4 year Degree										
0-400	1	0.01	0	0.00	0	0.00	1	0.05	0	0.00
401-820	2,187	11.47	1,087	7.94	535	33.50	398	18.19	167	10.47
821-990	5,705	29.92	3,864	28.23	639	40.01	780	35.65	422	26.46
991-1140	5,811	30.47	4,457	32.56	312	19.54	623	28.47	419	26.27
1141-1600	5,365	28.13	4,281	31.27	111	6.95	386	17.64	587	36.80
N=	19,069		13,689		1,597		2,188		1,595	
Median Score	1,030		1,060		890		970		1,070	
Graduate Degree and Higher										
0-400	2	0.01	0	0.00	1	0.06	1	0.04	0	0.00
401-820	2,005	8.81	911	5.63	485	31.13	418	16.54	191	7.69
821-990	5,443	23.92	3,599	22.24	562	36.07	864	34.19	418	16.82
991-1140	6,579	28.92	5,025	31.05	322	20.67	652	25.80	580	23.34
1141-1600	8,722	38.34	6,646	41.08	188	12.07	592	23.43	1,296	52.15
N=	22,751		16,181		1,558		2,527		2,485	
Median Score	1,080		1,100		910		990		1,150	

Table 32, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Education Not Reported										
0-400	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
401-820	711	31.35	99	17.68	96	52.45	98	43.95	418	32.11
821-990	707	31.17	168	30.00	63	34.43	80	35.87	396	30.41
991-1140	456	20.11	157	28.04	17	9.29	28	12.56	254	19.51
1141-1600	394	17.37	136	24.28	7	3.83	17	7.62	234	17.97
N=	2,268		560		183		223		1,302	
Median Score	920		1,005		810		915			
Total	84,692		49,914		9,133		17,146		8,499	

*Value may not sum to state total due to missing values for some variables for some cases.

Table 33: Number* and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Metropolitan Status, 1995-96

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
<High School										
0-400	3	0.1	0	0.0	2	0.6	1	0.0	0	0.0
401-820	1,921	48.1	69	28.8	230	66.4	1,453	49.6	169	35.3
821-990	1,347	33.7	78	32.5	92	26.6	1,023	34.9	154	32.1
991-1140	533	13.3	67	27.9	20	5.8	355	12.1	91	19.0
1141-1600	190	4.8	26	10.8	2	0.6	97	3.4	65	13.6
N=	3,994	100.0	240	100.0	346	100.0	2,929	100.0	479	100.0
Median Score	840		945		750		830		900	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	2,403	34.3	452	18.7	772	59.4	1,017	37.5	162	27.2
821-990	2,605	37.1	923	38.3	389	30.0	1,075	39.7	218	36.6
991-1140	1,374	19.6	662	27.5	107	8.2	481	17.8	124	20.8
1141-1600	632	9.0	373	15.5	31	2.4	136	5.0	92	15.4
N=	7,014	100.0	2,410	100.0	1,299	100.0	2,709	100.0	596	100.0
Median Score	890		960		790		870		935	
Some College										
0-400	5	0.0	1	0.0	3	0.1	1	0.0	0	0.0
401-820	3,730	24.1	1,103	14.5	1,223	44.8	1,205	30.1	199	17.3
821-990	5,648	36.5	2,650	35.0	1,035	37.9	1,591	39.7	372	32.3
991-1140	3,881	25.1	2,314	30.5	367	13.4	876	21.8	324	28.1
1141-1600	2,210	14.3	1,514	20.0	103	3.8	336	8.4	257	22.3
N=	15,474	100.0	7,582	100.0	2,731	100.0	4,009	100.0	1,152	100.0
Median Score	950		1,000		840		910		1,000	
Bachelor/4 year Degree										
0-400	1	0.0	0	0.0	0	0.0	1	0.1	0	0.0
401-820	1,464	12.0	652	7.9	388	33.3	319	18.2	105	9.8
821-990	3,621	29.5	2,232	27.0	466	40.0	632	36.0	291	27.1
991-1140	3,671	30.0	2,666	32.3	232	19.9	497	28.3	276	25.6
1141-1600	3,499	28.5	2,711	32.8	80	6.8	305	17.4	403	37.5
N=	12,256	100.0	8,261	100.0	1,166	100.0	1,754	100.0	1,075	100.0
Median Score	1,040		1,070		890		970		1,070	
Graduate Degree and Higher										
0-400	2	0.0	0	0.0	1	0.1	1	0.0	0	0.0
401-820	1,369	8.8	552	5.2	357	31.7	321	15.7	139	8.1
821-990	3,674	23.7	2,271	21.3	406	36.1	703	34.4	294	17.2
991-1140	4,410	28.4	3,237	30.4	230	20.5	537	26.3	406	23.8
1141-1600	6,079	39.1	4,594	43.1	131	11.6	483	23.6	871	50.9
N=	15,534	100.0	10,654	100.0	1,125	100.0	2,045	100.0	1,710	100.0
Median Score	1,090		1,110		910		990		1,150	

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Table 33, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	508	31.4	60	16.4	66	50.8	77	44.5	305	32.1
821-990	489	30.2	106	28.9	43	33.1	63	36.4	277	29.2
991-1140	326	20.1	100	27.2	15	11.5	21	12.2	190	20.0
1141-1600	296	18.3	101	27.5	6	4.6	12	6.9	177	18.7
N=	1,619	100.0	367	100.0	130	100.0	173	100.0	949	100.0
Median Score	920		1020		820		850		920	
					Metropolitan Suburban					
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	128	32.7	38	26.9	23	67.7	52	33.8	15	24.2
821-990	160	40.9	62	44.0	8	23.5	67	43.5	23	37.0
991-1140	78	20.0	34	24.1	3	8.8	29	18.8	12	19.4
1141-1600	25	6.4	7	5.0	0	0.0	6	3.9	12	19.4
N=	391	100.0	141	100.0	34	100.0	154	100.0	62	100.0
Median Score	890		930		755		870		930	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	453	23.5	292	20.7	60	48.8	63	25.4	38	25.9
821-990	764	39.6	550	39.0	50	40.6	116	46.8	48	32.6
991-1140	497	25.8	398	28.2	12	9.8	47	18.9	40	27.2
1141-1600	215	11.1	171	12.1	1	0.8	22	8.9	21	14.3
N=	1,929	100.0	1,411	100.0	123	100.0	248	100.0	147	100.0
Median Score	940		950		830		915		950	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	781	17.3	524	15.0	137	40.3	85	21.0	35	13.5
821-990	1,588	35.2	1,228	35.1	128	37.6	153	37.9	79	30.4
991-1140	1,323	29.4	1,066	30.4	58	17.1	117	29.0	82	31.5
1141-1600	815	18.1	685	19.5	17	5.0	49	12.1	64	24.6
N=	4,507	100.0	3,503	100.0	340	100.0	404	100.0	260	100.0
Median Score	980		990		870		955		1,010	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	357	8.7	244	7.3	64	26.6	23	11.8	26	7.6
821-990	1,144	27.7	909	27.1	98	40.7	58	29.8	79	23.2
991-1140	1,330	32.2	1,119	33.4	57	23.6	64	32.8	90	26.4
1141-1600	1,298	31.4	1,080	32.2	22	9.1	50	25.6	146	42.8
N=	4,129	100.0	3,352	100.0	241	100.0	195	100.0	341	100.0
Median Score	1060		1060		930		1030		1110	

Table 33, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	310	7.0	196	5.7	51	22.6	31	14.4	32	5.8
821-990	960	21.7	746	21.8	78	34.5	62	28.8	74	13.4
991-1140	1,303	29.5	1,087	31.7	54	23.9	56	26.1	106	19.1
1141-1600	1,851	41.8	1,400	40.8	43	19.0	66	30.7	342	61.7
N=	4,424	100.0	3,429	100.0	226	100.0	215	100.0	554	100.0
Median Score	1,100		1,100		965		1,030		1,200	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	78	22.2	14	12.0	13	59.1	6	33.3	45	23.2
821-990	119	33.9	36	30.7	8	36.4	5	27.8	70	36.1
991-1140	81	23.1	40	34.2	0	0.0	3	16.7	38	19.6
1141-1600	73	20.8	27	23.1	1	4.5	4	22.2	41	21.1
N=	351	100.0	117	100.0	22	100.0	18	100.0	194	100.0
Median Score	970		1,030		765		920		940	
Non-Metropolitan Adjacent										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	249	45.8	35	34.6	26	70.3	174	47.9	14	32.6
821-990	201	37.0	39	38.6	7	18.9	136	37.5	19	44.2
991-1140	78	14.3	22	21.8	4	10.8	47	12.9	5	11.6
1141-1600	16	2.9	5	5.0	0	0.0	6	1.7	5	11.6
N=	544	100.0	101	100.0	37	100.0	363	100.0	43	100.0
Median Score	850		900		750		840		880	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	442	30.9	215	24.3	84	57.9	130	38.4	13	20.3
821-990	566	39.5	347	39.3	52	35.9	133	39.2	34	53.1
991-1140	290	20.2	215	24.3	5	3.4	58	17.1	12	18.8
1141-1600	134	9.4	107	12.1	4	2.8	18	5.3	5	7.8
N=	1,432	100.0	884	100.0	145	100.0	339	100.0	64	100.0
Median Score	900		940		790		860		910	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	573	22.5	324	17.2	104	51.5	125	34.7	20	19.0
821-990	929	36.4	673	35.7	73	36.1	136	37.8	47	44.8
991-1140	693	27.2	577	30.7	19	9.4	77	21.4	20	19.0
1141-1600	354	13.9	308	16.4	6	3.0	22	6.1	18	17.2
N=	2,549	100.0	1,882	100.0	202	100.0	360	100.0	105	100.0
Median Score	950		980		820		890		950	

Table 33, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	209	12.9	129	9.6	26	39.4	39	26.2	15	20.6
821-990	565	34.8	456	34.2	27	40.9	56	37.6	26	35.6
991-1140	507	31.2	446	33.4	7	10.6	34	22.8	20	27.4
1141-1600	342	21.1	304	22.8	6	9.1	20	13.4	12	16.4
N=	1,623	100.0	1,335	100.0	66	100.0	149	100.0	73	100.0
Median Score	1,000		1,020		880		930		970	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	189	11.6	113	8.5	24	36.9	45	27.1	7	9.3
821-990	457	28.0	364	27.5	22	33.8	57	34.3	14	18.7
991-1140	517	31.7	442	33.3	12	18.5	35	21.1	28	37.3
1141-1600	469	28.7	407	30.7	7	10.8	29	17.5	26	34.7
N=	1,632	100.0	1,326	100.0	65	100.0	166	100.0	75	100.0
Median Score	1,040		1,060		880		930		1,090	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	82	43.6	18	33.3	8	57.1	6	33.3	50	49.0
821-990	62	33.0	19	35.2	6	42.9	9	50.0	28	27.5
991-1140	29	15.4	12	22.2	0	0.0	2	11.1	15	14.7
1141-1600	15	8.0	5	9.3	0	0.0	1	5.6	9	8.8
N=	188	100.0	54	100.0	14	100.0	18	100.0	102	100.0
Median Score	850		895		795		890		830	
Non Metropolitan Non-Adjacent										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	211	48.1	19	35.2	32	60.4	144	50.5	16	34.0
821-990	161	36.7	20	37.0	14	26.4	110	38.6	17	36.2
991-1140	52	11.8	9	16.7	4	7.5	26	9.1	13	27.7
1141-1600	15	3.4	6	11.1	3	5.7	5	1.8	1	2.1
N=	439	100.0	54	100.0	53	100.0	285	100.0	47	100.0
Median Score	830		885		790		820		910	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	263	32.6	82	20.7	104	61.5	61	33.5	16	27.1
821-990	315	39.1	167	42.2	51	30.2	80	44.0	17	28.8
991-1140	164	20.4	100	25.2	14	8.3	31	17.0	19	32.2
1141-1600	64	7.9	47	11.9	0	0.0	10	5.5	7	11.9
N=	806	100.0	396	100.0	169	100.0	182	100.0	59	100.0
Median Score	890		940		790		880		960	

Table 33, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	390	25.6	134	15.2	157	49.7	79	35.0	20	19.4
821-990	611	40.1	350	39.8	116	36.7	94	41.6	51	49.5
991-1140	338	22.1	253	28.7	34	10.8	34	15.0	17	16.5
1141-1600	186	12.2	143	16.3	9	2.8	19	8.4	15	14.6
N=	1,525	100.0	880	100.0	316	100.0	226	100.0	103	100.0
Median Score	930		980		830		900		940	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	157	14.8	62	8.4	57	46.0	17	18.9	21	19.8
821-990	375	35.3	267	36.0	48	38.7	34	37.8	26	24.5
991-1140	303	28.6	226	30.5	16	12.9	28	31.1	33	31.2
1141-1600	226	21.3	186	25.1	3	2.4	11	12.2	26	24.5
N=	1,061	100.0	741	100.0	124	100.0	90	100.0	106	100.0
Median Score	990		1,020		850		960		1,010	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	137	11.8	50	6.5	53	37.3	21	20.8	13	8.9
821-990	352	30.3	218	28.2	56	39.5	42	41.6	36	24.7
991-1140	349	30.1	259	33.6	26	18.3	24	23.7	40	27.4
1141-1600	323	27.8	245	31.7	7	4.9	14	13.9	57	39.0
N=	1,161	100.0	772	100.0	142	100.0	101	100.0	146	100.0
Median Score	1,040		1,070		880		940		1,095	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	43	39.1	7	31.8	9	52.9	9	64.3	18	31.6
821-990	37	33.6	7	31.8	6	35.3	3	21.4	21	36.8
991-1140	20	18.2	5	22.7	2	11.8	2	14.3	11	19.3
1141-1600	10	9.1	3	13.7	0	0.0	0	0.0	7	12.3
N=	110	100.0	22	100.0	17	100.0	14	100.0	57	100.0
Median Score	880		950		810		790		930	

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*Values may not sum to state total due to missing values for some variables for some cases.

Table 34: Number* and Percent of Students in Texas by SAT Score, Race/Ethnicity of Student, Education Level of Parent and Economic Region, 1995-96

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
High Plains										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	47	46.5	6	31.6	5	50.0	33	54.1	3	27.3
821-990	39	38.6	9	47.4	4	40.0	21	34.4	5	45.4
991-1140	10	9.9	3	15.8	1	10.0	4	6.6	2	18.2
1141-1600	5	5.0	1	5.2	0	0.0	3	4.9	1	9.1
N=	101	100.0	19	100.0	10	100.0	61	100.0	11	100.0
Median Score	850		900		825		820		890	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	79	28.0	32	18.9	13	68.4	31	36.9	3	30.0
821-990	105	37.2	58	34.3	6	31.6	36	42.9	5	50.0
991-1140	65	23.1	51	30.2	0	0.0	13	15.5	1	10.0
1141-1600	33	11.7	28	16.6	0	0.0	4	4.7	1	10.0
N=	282	100.0	169	100.0	19	100.0	84	100.0	10	100.0
Median Score	925		980		790		875		885	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	148	19.8	90	15.5	27	55.1	27	29.6	4	14.3
821-990	270	36.0	210	36.1	16	32.7	30	33.0	14	50.0
991-1140	227	30.3	192	33.1	6	12.2	22	24.2	7	25.0
1141-1600	104	13.9	89	15.3	0	0.0	12	13.2	3	10.7
N=	749	100.0	581	100.0	49	100.0	91	100.0	28	100.0
Median Score	970		990		790		940		985	
Bachelor/4 year Degree										
0-400	1	0.2	0	0.0	0	0.0	1	2.8	0	0.0
401-820	48	7.9	36	6.8	3	17.6	7	19.4	2	8.7
821-990	215	35.5	177	33.5	10	58.9	18	50.0	10	43.5
991-1140	194	32.1	178	33.6	3	17.6	8	22.2	5	21.7
1141-1600	147	24.3	138	26.1	1	5.9	2	5.6	6	26.1
N=	605	100.0	529	100.0	17	100.0	36	100.0	23	100.0
Median Score	1,020		1,030		880		915		990	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	54	7.5	43	7.1	7	35.0	4	10.5	0	0.0
821-990	197	27.4	169	28.1	7	35.0	10	26.3	11	19.0
991-1140	230	32.1	196	32.6	3	15.0	15	39.5	16	27.6
1141-1600	237	33.0	194	32.2	3	15.0	9	23.7	31	53.4
N=	718	100.0	602	100.0	20	100.0	38	100.0	58	100.0
Median Score	1,060		1,060		910		1,045		1,175	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	15	26.8	4	17.4	3	100.0	1	25.0	7	26.9
821-990	20	35.7	8	34.8	0	0.0	1	25.0	11	42.3
991-1140	11	19.6	7	30.4	0	0.0	1	25.0	3	11.6
1141-1600	10	17.9	4	17.4	0	0.0	1	25.0	5	19.2
N=	56	100.0	23	100.0	3	100.0	4	100.0	26	100.0
Median Score	900		950		760		960		900	
					Northwest					
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	29	38.7	6	24.0	5	83.3	14	42.4	4	36.4
821-990	29	38.7	9	36.0	1	16.7	14	42.4	5	45.4
991-1140	14	18.6	9	36.0	0	0.0	4	12.2	1	9.1
1141-1600	3	4.0	1	4.0	0	0.0	1	3.0	1	9.1
N=	75	100.0	25	100.0	6	100.0	33	100.0	11	100.0
Median Score	860		970		700		850		890	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	81	26.4	50	21.7	12	60.0	15	36.6	4	25.0
821-990	125	40.7	97	42.2	7	35.0	16	39.0	5	31.3
991-1140	77	25.1	61	26.5	1	5.0	10	24.4	5	31.3
1141-1600	24	7.8	22	9.6	0	0.0	0	0.0	2	12.4
N=	307	100.0	230	100.0	20	100.0	41	100.0	16	100.0
Median Score	920		940		740		870		930	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	111	17.1	83	15.8	14	34.1	9	18.0	5	15.6
821-990	256	39.5	205	39.0	15	36.6	21	42.0	15	46.9
991-1140	172	26.5	140	26.6	8	19.5	15	30.0	9	28.1
1141-1600	110	16.9	98	18.6	4	9.8	5	10.0	3	9.4
N=	649	100.0	526	100.0	41	100.0	50	100.0	32	100.0
Median Score	970		980		880		935		920	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	48	10.9	36	9.0	7	53.8	3	20.0	2	13.3
821-990	155	35.1	143	35.8	2	15.4	5	33.3	5	33.3
991-1140	134	30.3	122	30.6	4	30.8	4	26.7	4	26.7
1141-1600	105	23.7	98	24.6	0	0.0	3	20.0	4	26.7
N=	442	100.0	399	100.0	13	100.0	15	100.0	15	100.0
Median Score	1,010		1,010		800		980		1,040	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	46	9.1	38	8.2	2	16.7	3	27.3	3	15.8
821-990	123	24.3	112	24.1	4	33.3	4	36.3	3	15.8
991-1140	165	32.6	152	32.8	5	41.7	3	27.3	5	26.3
1141-1600	172	34.0	162	34.9	1	8.3	1	9.1	8	42.1
N=	506	100.0	464	100.0	12	100.0	11	100.0	19	100.0
Median Score	1,070		1,080		1,000		940		1,120	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	5	16.7	1	10.0	0	0.0	2	66.7	2	12.5
821-990	15	49.9	7	70.0	1	100.0	1	33.3	6	37.5
991-1140	5	16.7	1	10.0	0	0.0	0	0.0	4	25.0
1141-1600	5	16.7	1	10.0	0	0.0	0	0.0	4	25.0
N=	30	100.0	10	100.0	1	100.0	3	100.0	16	100.0
Median Score	950		955		880		780		1,010	
Metroplex										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	403	43.2	43	30.3	91	72.8	191	42.8	78	35.3
821-990	317	33.9	47	33.1	28	22.4	170	38.1	72	32.6
991-1140	146	15.6	37	26.1	5	4.0	66	14.8	38	17.2
1141-1600	68	7.3	15	10.5	1	0.8	19	4.3	33	14.9
N=	934	100.0	142	100.0	125	100.0	446	100.0	221	100.0
Median Score	860		955		740		850		900	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	744	31.2	201	16.1	373	65.0	94	29.6	76	30.9
821-990	873	36.5	492	39.4	155	27.0	142	44.6	84	34.1
991-1140	497	20.8	343	27.4	35	6.1	63	19.8	56	22.8
1141-1600	274	11.5	214	17.1	11	1.9	19	6.0	30	12.2
N=	2,388	100.0	1,250	100.0	574	100.0	318	100.0	246	100.0
Median Score	910		970		770		900		910	
Some College										
0-400	2	0.0	0	0.0	2	0.2	0	0.0	0	0.0
401-820	1,328	21.8	557	14.0	564	48.4	123	25.7	84	17.2
821-990	2,071	33.9	1,335	33.6	421	36.1	173	36.2	142	29.1
991-1140	1,629	26.7	1,228	30.9	131	11.2	131	27.4	139	28.5
1141-1600	1,075	17.6	854	21.5	47	4.1	51	10.7	123	25.2
N=	6,105	100.0	3,974	100.0	1,165	100.0	478	100.0	488	100.0
Median Score	970		1,010		830		940		1,010	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	555	10.4	323	7.7	159	32.5	24	10.0	49	10.9
821-990	1,480	27.6	1,076	25.7	207	42.3	84	35.2	113	25.2
991-1140	1,647	30.7	1,371	32.8	96	19.6	71	29.7	109	24.3
1141-1600	1,680	31.3	1,415	33.8	27	5.6	60	25.1	178	39.6
N=	5,362	100.0	4,185	100.0	489	100.0	239	100.0	449	100.0
Median Score	1,050		1,070		890		1,010		1,090	
Graduate Degree and Higher										
0-400	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0
401-820	490	7.6	256	5.1	140	31.9	34	11.9	60	9.0
821-990	1,398	21.7	1,044	20.6	152	34.6	78	27.4	124	18.6
991-1140	1,905	29.5	1,600	31.6	82	18.7	84	29.5	139	20.8
1141-1600	2,661	41.2	2,163	42.7	64	14.6	89	31.2	345	51.6
N=	6,455	100.0	5,063	100.0	439	100.0	285	100.0	668	100.0
Median Score	1,100		1,110		910		1,040		1,150	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	174	28.3	20	12.7	36	58.1	13	50.0	105	28.5
821-990	169	27.5	39	24.7	18	29.0	6	23.1	106	28.7
991-1140	145	23.6	56	35.4	6	9.7	3	11.5	80	21.7
1141-1600	127	20.6	43	27.2	2	3.2	4	15.4	78	21.1
N=	615	100.0	158	100.0	62	100.0	26	100.0	369	100.0
Median Score	950		1,040		755		825		940	
Upper East Texas										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	31	36.5	5	15.6	12	57.2	13	50.0	1	16.7
821-990	35	41.2	13	40.6	7	33.3	11	42.3	4	66.6
991-1140	16	18.8	11	34.4	2	9.5	2	7.7	1	16.7
1141-1600	3	3.5	3	9.4	0	0.0	0	0.0	0	0.0
N=	85	100.0	32	100.0	21	100.0	26	100.0	6	100.0
Median Score	870		975		780		825		890	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	113	30.5	67	23.8	41	62.1	2	14.3	3	33.3
821-990	122	33.0	96	34.2	17	25.8	7	50.0	2	22.3
991-1140	93	25.1	80	28.5	7	10.6	3	21.4	3	33.3
1141-1600	42	11.4	38	13.5	1	1.5	2	14.3	1	11.1
N=	370	100.0	281	100.0	66	100.0	14	100.0	9	100.0
Median Score	930		960		775		880		890	

Table 34, continued

SAT Score by Education Level of Parent	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	166	19.1	104	14.6	56	50.0	1	5.0	5	17.2
821-990	307	35.2	245	34.5	42	37.5	10	50.0	10	34.5
991-1140	260	29.9	229	32.3	12	10.7	9	45.0	10	34.5
1141-1600	138	15.8	132	18.6	2	1.8	0	0.0	4	13.8
N=	871	100.0	710	100.0	112	100.0	20	100.0	29	100.0
Median Score	980		1,000		825		975		990	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	61	10.5	29	6.0	22	38.6	1	7.7	9	29.0
821-990	183	31.4	156	32.4	18	31.6	1	7.7	8	25.8
991-1140	202	34.6	172	35.7	16	28.1	8	61.5	6	19.4
1141-1600	137	23.5	125	25.9	1	1.7	3	23.1	8	25.8
N=	583	100.0	482	100.0	57	100.0	13	100.0	31	100.0
Median Score	1,030		1,040		890		1,080		930	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	70	10.5	43	7.4	20	46.5	4	22.2	3	12.5
821-990	177	26.5	155	26.6	14	32.6	3	16.7	5	20.8
991-1140	214	32.1	193	33.2	7	16.3	5	27.8	9	37.5
1141-1600	206	30.9	191	32.8	2	4.6	6	33.3	7	29.2
N=	667	100.0	582	100.0	43	100.0	18	100.0	24	100.0
Median Score	1,060		1,070		870		1,060		1,065	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	15	26.8	4	17.4	3	100.0	1	50.0	7	25.0
821-990	17	30.4	7	30.4	0	0.0	1	50.0	9	32.1
991-1140	18	32.1	8	34.8	0	0.0	0	0.0	10	35.7
1141-1600	6	10.7	4	17.4	0	0.0	0	0.0	2	7.2
N=	56	100.0	23	100.0	3	100.0	2	100.0	28	100.0
Median Score	980		1,000		800		805		980	
Southeast Texas										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	182	47.9	27	43.5	35	56.5	98	52.1	22	32.4
821-990	133	35.0	20	32.3	18	29.0	73	38.8	22	32.4
991-1140	49	12.9	11	17.7	6	9.7	14	7.5	18	26.4
1141-1600	16	4.2	4	6.5	3	4.8	3	1.6	6	8.8
N=	380	100.0	62	100.0	62	100.0	188	100.0	68	100.0
Median Score	830		850		795		810		910	

Table 34, continued

SAT Score by Education Level of Parent	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	339	35.2	131	25.1	153	61.5	32	26.9	23	31.5
821-990	385	40.0	234	44.8	75	30.1	54	45.4	22	30.1
991-1140	173	18.0	113	21.7	19	7.6	23	19.3	18	24.7
1141-1600	66	6.8	44	8.4	2	0.8	10	8.4	10	13.7
N=	963	100.0	522	100.0	249	100.0	119	100.0	73	100.0
Median Score	880		920		790		910		930	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	501	29.1	184	18.7	247	51.3	44	33.3	26	21.1
821-990	688	40.0	400	40.7	178	37.0	53	40.2	57	46.4
991-1140	352	20.5	257	26.1	47	9.8	26	19.7	22	17.9
1141-1600	178	10.4	142	14.5	9	1.9	9	6.8	18	14.6
N=	1,719	100.0	983	100.0	481	100.0	132	100.0	123	100.0
Median Score	910		950		820		895		940	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	185	16.1	86	10.8	65	38.5	12	18.7	22	17.9
821-990	405	35.2	279	35.1	69	40.8	22	34.4	35	28.4
991-1140	306	26.5	227	28.5	27	16.0	16	25.0	36	29.3
1141-1600	256	22.2	204	25.6	8	4.7	14	21.9	30	24.4
N=	1,152	100.0	796	100.0	169	100.0	64	100.0	123	100.0
Median Score	990		1,020		870		985		1,010	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	165	14.3	63	8.5	73	39.9	11	15.5	18	10.9
821-990	352	30.4	217	29.4	68	37.2	31	43.7	36	21.8
991-1140	320	27.6	233	31.5	31	16.9	12	16.9	44	26.7
1141-1600	321	27.7	226	30.6	11	6.0	17	23.9	67	40.6
N=	1,158	100.0	739	100.0	183	100.0	71	100.0	165	100.0
Median Score	1,020		1,050		880		980		1,100	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	57	36.5	8	28.6	14	48.3	3	33.3	32	35.5
821-990	55	35.3	9	32.1	10	34.5	3	33.3	33	36.7
991-1140	27	17.3	6	21.4	4	13.8	2	22.2	15	16.7
1141-1600	17	10.9	5	17.9	1	3.4	1	11.2	10	11.1
N=	156	100.0	28	100.0	29	100.0	9	100.0	90	100.0
Median Score	880		925		830		960		900	

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Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Gulf Coast										
<High School										
0-400	2	0.2	0	0.0	2	2.0	0	0.0	0	0.0
401-820	450	42.9	33	27.7	68	66.7	286	45.2	63	32.1
821-990	374	35.6	49	41.2	22	21.6	241	38.1	62	31.6
991-1140	165	15.7	27	22.7	9	8.7	92	14.5	37	18.9
1141-1600	59	5.6	10	8.4	1	1.0	14	2.2	34	17.4
N=	1,050	100.0	119	100.0	102	100.0	633	100.0	196	100.0
Median Score	860		930		760		840		915	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	709	29.4	229	19.9	240	53.9	184	33.3	56	21.5
821-990	911	37.8	429	37.2	158	35.5	225	40.8	99	38.1
991-1140	529	22.0	321	27.9	38	8.5	105	19.0	65	25.0
1141-1600	260	10.8	173	15.0	9	2.1	38	6.9	40	15.4
N=	2,409	100.0	1,152	100.0	445	100.0	552	100.0	260	100.0
Median Score	910		960		810		890		960	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,108	20.3	472	14.8	399	39.1	167	22.7	70	14.4
821-990	1,981	36.4	1,120	35.1	402	39.4	308	41.8	151	30.9
991-1140	1,466	27.0	963	30.1	172	16.8	194	26.3	137	28.1
1141-1600	884	16.3	638	20.0	48	4.7	68	9.2	130	26.6
N=	5,439	100.0	3,193	100.0	1,021	100.0	737	100.0	488	100.0
Median Score	970		1,000		860		940		1,015	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	494	9.8	249	7.0	166	30.7	38	11.4	41	6.7
821-990	1,397	27.6	942	26.4	215	39.8	95	28.4	145	23.7
991-1140	1,557	30.8	1,176	32.9	108	20.1	116	34.7	157	25.7
1141-1600	1,606	31.8	1,202	33.7	51	9.4	85	25.5	268	43.9
N=	5,054	100.0	3,569	100.0	540	100.0	334	100.0	611	100.0
Median Score	1,060		1,070		900		1,030		1,110	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	494	8.1	208	5.1	161	29.1	59	13.8	66	6.5
821-990	1,270	21.0	797	19.6	203	36.6	134	31.5	136	13.3
991-1140	1,629	26.9	1,165	28.7	122	22.0	110	25.8	232	22.8
1141-1600	2,669	44.0	1,893	46.6	68	12.3	123	28.9	585	57.4
N=	6,062	100.0	4,063	100.0	554	100.0	426	100.0	1,019	100.0
Median Score	1,110		1,130		930		1,020		1,190	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	185	28.2	30	18.4	23	45.1	18	36.0	114	29.0
821-990	206	31.3	45	27.6	21	41.2	17	34.0	123	31.3
991-1140	130	19.8	40	24.5	4	7.8	10	20.0	76	19.3
1141-1600	136	20.7	48	29.5	3	5.9	5	10.0	80	20.4
N=	657	100.0	163	100.0	51	100.0	50	100.0	393	100.0
Median Score	930		1,030		870		875		930	
Central Texas										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	96	38.1	14	28.0	24	63.2	52	40.9	6	16.2
821-990	91	36.1	17	34.0	12	31.6	46	36.2	16	43.3
991-1140	50	19.8	17	34.0	2	5.2	19	15.0	12	32.4
1141-1600	15	6.0	2	4.0	0	0.0	10	7.9	3	8.1
N=	252	100.0	50	100.0	38	100.0	127	100.0	37	100.0
Median Score	880		935		755		860		980	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	300	28.5	139	21.3	77	51.0	63	37.3	21	26.6
821-990	389	37.0	242	37.1	54	35.8	70	41.4	23	29.1
991-1140	233	22.2	177	27.2	16	10.6	28	16.6	12	15.2
1141-1600	129	12.3	94	14.4	4	2.6	8	4.7	23	29.1
N=	1,051	100.0	652	100.0	151	100.0	169	100.0	79	100.0
Median Score	920		960		820		870		950	
Some College										
0-400	1	0.1	0	0.0	1	0.4	0	0.0	0	0.0
401-820	408	18.5	218	14.1	106	42.9	63	22.0	21	16.0
821-990	778	35.2	517	33.5	95	38.5	114	39.7	52	39.7
991-1140	634	28.7	491	31.8	36	14.6	73	25.4	34	26.0
1141-1600	387	17.5	317	20.6	9	3.6	37	12.9	24	18.3
N=	2,208	100.0	1,543	100.0	247	100.0	287	100.0	131	100.0
Median Score	975		1,010		860		930		980	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	192	10.3	124	8.2	37	33.6	19	15.8	12	10.7
821-990	520	27.9	413	27.1	44	40.0	33	27.5	30	26.8
991-1140	586	31.4	501	32.9	19	17.3	40	33.3	26	23.2
1141-1600	566	30.4	484	31.8	10	9.1	28	23.4	44	39.3
N=	1,864	100.0	1,522	100.0	110	100.0	120	100.0	112	100.0
Median Score	1,050		1,060		880		1,015		1,100	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	135	5.9	77	4.1	29	28.7	17	11.4	12	6.8
821-990	498	21.6	391	20.9	41	40.6	40	26.8	26	14.8
991-1140	670	29.1	576	30.7	21	20.8	35	23.5	38	21.6
1141-1600	998	43.4	831	44.3	10	9.9	57	38.3	100	56.8
N=	2,301	100.0	1,875	100.0	101	100.0	149	100.0	176	100.0
Median Score	1,110		1,110		900		1,070		1,190	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	49	25.6	11	16.7	6	40.0	3	27.3	29	29.3
821-990	64	33.5	23	34.8	7	46.6	7	63.6	27	27.3
991-1140	37	19.4	17	25.8	1	6.7	1	9.1	18	18.2
1141-1600	41	21.5	15	22.7	1	6.7	0	0.0	25	25.2
N=	191	100.0	66	100.0	15	100.0	11	100.0	99	100.0
Median Score	930		990		840		900		920	
South Texas										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	837	50.1	19	32.8	53	69.7	737	49.9	28	45.9
821-990	575	34.4	23	39.6	20	26.3	513	34.7	19	31.1
991-1140	203	12.1	11	19.0	3	4.0	180	12.2	9	14.8
1141-1600	57	3.4	5	8.6	0	0.0	47	3.2	5	8.2
N=	1,672	100.0	58	100.0	76	100.0	1,477	100.0	61	100.0
Median Score	820		870		730		830		880	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	862	34.9	149	23.5	83	53.5	599	38.4	31	25.4
821-990	966	39.1	254	40.0	50	32.3	609	39.1	53	43.5
991-1140	480	19.4	167	26.3	15	9.7	271	17.4	27	22.1
1141-1600	162	6.6	65	10.2	7	4.5	79	5.1	11	9.0
N=	2,470	100.0	635	100.0	155	100.0	1,558	100.0	122	100.0
Median Score	890		950		810		875		920	
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,222	26.9	271	16.1	166	45.8	739	32.5	46	20.3
821-990	1,761	38.7	630	37.4	135	37.3	912	40.0	84	37.0
991-1140	1,094	24.0	527	31.3	51	14.1	453	19.9	63	27.7
1141-1600	475	10.4	257	15.2	10	2.8	174	7.6	34	15.0
N=	4,552	100.0	1,685	100.0	362	100.0	2,278	100.0	227	100.0
Median Score	930		980		845		900		950	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	436	14.9	150	9.3	60	37.7	201	20.5	25	14.8
821-990	981	33.5	490	30.3	59	37.1	381	38.8	51	30.2
991-1140	849	29.1	516	31.9	31	19.5	247	25.2	55	32.5
1141-1600	659	22.5	460	28.5	9	5.7	152	15.5	38	22.5
N=	2,925	100.0	1,616	100.0	159	100.0	981	100.0	169	100.0
Median Score	1,000		1,040		870		950		1,020	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	389	10.7	135	6.4	41	24.8	191	17.3	22	8.4
821-990	1,055	28.9	523	24.7	62	37.6	419	37.8	51	19.5
991-1140	1,074	29.4	685	32.3	38	23.0	282	25.5	69	26.5
1141-1600	1,133	31.0	775	36.6	24	14.6	215	19.4	119	45.6
N=	3,651	100.0	2,118	100.0	165	100.0	1,107	100.0	261	100.0
Median Score	1,050		1,090		950		970		1,120	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	152	41.2	12	17.4	9	60.0	40	47.6	91	45.3
821-990	121	32.8	26	37.7	5	33.3	32	38.1	58	28.9
991-1140	55	14.9	16	23.2	1	6.7	7	8.3	31	15.4
1141-1600	41	11.1	15	21.7	0	0.0	5	6.0	21	10.4
N=	369	100.0	69	100.0	15	100.0	84	100.0	201	100.0
Median Score	880		990		780		830		860	
West Texas										
<High School										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	46	34.9	6	24.0	1	16.7	35	38.0	4	44.4
821-990	57	43.2	11	44.0	3	50.0	39	42.4	4	44.4
991-1140	23	17.4	6	24.0	2	33.3	14	15.2	1	11.2
1141-1600	6	4.5	2	8.0	0	0.0	4	4.4	0	0.0
N=	132	100.0	25	100.0	6	100.0	92	100.0	9	100.0
Median Score	880		910		950		870		900	
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	55	20.7	27	17.9	5	38.5	20	23.3	3	20.0
821-990	106	40.0	58	38.4	5	38.5	37	43.0	6	40.0
991-1140	77	29.1	50	33.1	2	15.3	22	25.6	3	20.0
1141-1600	27	10.2	16	10.6	1	7.7	7	8.1	3	20.0
N=	265	100.0	151	100.0	13	100.0	86	100.0	15	100.0
Median Score	960		970		860		935		920	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Some College										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	118	18.8	69	15.5	17	42.5	28	21.9	4	25.0
821-990	232	36.9	157	35.4	17	42.5	52	40.6	6	37.5
991-1140	167	26.6	124	27.9	5	12.5	32	25.0	6	37.5
1141-1600	111	17.7	94	21.2	1	2.5	16	12.5	0	0.0
N=	628	100.0	444	100.0	40	100.0	128	100.0	16	100.0
Median Score	970		990		875		965		955	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	57	11.9	38	9.5	9	50.0	8	23.5	2	7.7
821-990	147	30.7	124	30.9	5	27.8	11	32.4	7	26.9
991-1140	160	33.4	136	33.9	2	11.1	11	32.4	11	42.3
1141-1600	115	24.0	103	25.7	2	11.1	4	11.7	6	23.1
N=	479	100.0	401	100.0	18	100.0	34	100.0	26	100.0
Median Score	1,020		1,030		830		975		1,020	
Graduate Degree and Higher										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	37	8.2	25	6.6	4	33.3	6	18.8	2	7.1
821-990	132	29.1	108	28.3	3	25.0	14	43.7	7	25.0
991-1140	135	29.8	121	31.8	4	33.3	5	15.6	5	17.9
1141-1600	149	32.9	127	33.3	1	8.4	7	21.9	14	50.0
N=	453	100.0	381	100.0	12	100.0	32	100.0	28	100.0
Median Score	1,060		1,070		965		940		1,155	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	13	30.2	7	43.7	0	0.0	2	66.7	4	17.4
821-990	12	27.9	3	18.8	0	0.0	1	33.3	8	34.8
991-1140	12	27.9	6	37.5	1	100.0	0	0.0	5	21.7
1141-1600	6	14.0	0	0.0	0	0.0	0	0.0	6	26.1
N=	43	100.0	16	100.0	1	100.0	3	100.0	23	100.0
Median Score	930		860		1,050		750		950	
					Upper Rio Grande					
<High School										
0-400	1	0.1	0	0.0	0	0.0	1	0.1	0	0.0
401-820	388	56.5	2	50.0	17	70.8	364	56.2	5	45.4
821-990	219	31.9	1	25.0	6	25.0	208	32.1	4	36.4
991-1140	65	9.5	0	0.0	1	4.2	62	9.6	2	18.2
1141-1600	14	2.0	1	25.0	0	0.0	13	2.0	0	0.0
N=	687	100.0	4	100.0	24	100.0	648	100.0	11	100.0
Median Score	800		855		740		800		830	

Table 34, continued

SAT Score by Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
High School Graduate/ Equivalent										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	279	41.3	16	27.1	23	52.3	231	43.0	9	25.0
821-990	268	39.6	27	45.8	15	34.1	208	38.7	18	50.0
991-1140	101	14.9	12	20.3	5	11.3	79	14.7	5	13.9
1141-1600	28	4.2	4	6.8	1	2.3	19	3.6	4	11.1
N=	676	100.0	59	100.0	44	100.0	537	100.0	36	100.0
Median Score	860		930		815		850		915	
Some College										
0-400	2	0.2	1	0.5	0	0.0	1	0.1	0	0.0
401-820	364	32.1	37	17.8	25	35.2	293	36.7	9	15.5
821-990	432	38.0	82	39.4	31	43.7	301	37.7	18	31.0
991-1140	234	20.6	59	28.4	10	14.1	149	18.7	16	27.6
1141-1600	103	9.1	29	13.9	5	7.0	54	6.8	15	25.9
N=	1,135	100.0	208	100.0	71	100.0	798	100.0	58	100.0
Median Score	990		960		870		880		1,010	
Bachelor/4 year Degree										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	111	18.4	16	8.4	7	28.0	85	24.2	3	8.3
821-990	222	36.8	64	33.7	10	40.0	130	36.9	18	50.0
991-1140	176	29.2	58	30.5	6	24.0	102	29.0	10	27.8
1141-1600	94	15.6	52	27.4	2	8.0	35	9.9	5	13.9
N=	603	100.0	190	100.0	25	100.0	352	100.0	36	100.0
Median Score	970		1,040		920		945		960	
Graduate Degree and Higher										
0-400	1	0.1	0	0.0	0	0.0	1	0.3	0	0.0
401-820	125	16.0	23	7.8	8	27.6	89	22.8	5	7.5
821-990	241	30.9	83	28.2	8	27.6	131	33.6	19	28.4
991-1140	237	30.4	104	35.4	9	31.0	101	25.9	23	34.3
1141-1600	176	22.6	84	28.6	4	13.8	68	17.4	20	29.8
N=	780	100.0	294	100.0	29	100.0	390	100.0	67	100.0
Median Score	1,010		1,040		930		950		1,050	
Education Not Reported										
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	46	48.4	2	50.0	2	66.7	15	48.4	27	47.4
821-990	28	29.5	1	25.0	1	33.3	11	35.5	15	26.3
991-1140	16	16.8	0	0.0	0	0.0	4	12.9	12	21.0
1141-1600	5	5.3	1	25.0	0	0.0	1	3.2	3	5.3
N=	95	100.0	4	100.0	3	100.0	31	100.0	57	100.0
Median Score	850	*	745		780		850		850	

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*Values may not sum to state total due to missing values for some variables for some cases.

Table 35: Number* and Percent of Students in Texas by SAT Score, High School Class Rank and Race/Ethnicity, 1995-96

SAT Score by Class Rank	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Top Fifth										
0-400	1	0.0	0	0.0	0	0.0	1	0.0	0	0.0
401-820	2,551	7.5	699	3.1	703	27.8	946	15.8	233	6.4
821-990	7,326	21.6	3,779	17.3	917	36.3	2,036	34.0	594	16.4
991-1140	10,296	30.3	7,044	32.3	603	23.8	1,774	29.7	875	24.2
1141-1600	13,773	40.6	10,326	47.3	307	12.1	1,225	20.5	1,915	53.0
N=	33,947		21,818		2,530		5,982		3,617	
Median	1,100		1,130		930		1,000		1,160	
Second Fifth										
0-400	3	0.0	0	0.0	2	0.1	1	0.0	0	0.0
401-820	4,149	19.1	1,391	10.7	1,041	42.1	1,359	31.2	358	18.8
821-990	8,119	37.4	4,697	36.2	991	40.1	1,803	41.4	628	33.0
991-1140	6,213	28.6	4,457	34.4	330	13.4	895	20.5	531	27.9
1141-1600	3,220	14.9	2,426	18.7	107	4.3	302	6.9	385	20.3
N=	21,704		12,971		2,471		4,360		1,902	
Median	970		1,010		850		900		990	
Middle Fifth										
0-400	3	0.0	1	0.0	2	0.1	0	0.0	0	0.0
401-820	5,469	33.3	2,024	22.8	1,316	54.7	1,764	45.7	365	28.4
821-990	6,836	41.6	3,926	44.2	845	35.1	1,533	39.7	532	41.3
991-1140	3,127	19.0	2,179	24.5	210	8.7	462	12.0	276	21.4
1141-1600	996	6.1	750	8.5	33	1.4	99	2.6	114	8.9
N=	16,431		8,880		2,406		3,858		1,287	
Median	890		930		810		840		910	
Fourth Fifth										
0-400	2	0.1	0	0.0	1	0.2	1	0.1	0	0.0
401-820	1,428	46.7	514	35.3	349	67.1	459	54.7	106	44.5
821-990	1,147	37.5	620	42.5	135	26.0	312	37.2	80	33.6
991-1140	370	12.1	242	16.6	30	5.7	61	7.3	37	15.6
1141-1600	108	3.6	82	5.6	5	1.0	6	0.7	15	6.3
N=	3,055		1,458		520		839		238	
Median	840		880		760		810		850	
Lowest Fifth										
0-400	1	0.2	0	0.0	0	0.0	1	0.6	0	0.0
401-820	313	53.8	98	39.4	86	76.8	104	60.9	25	51.0
821-990	183	31.5	91	36.6	19	17.0	56	32.8	17	34.7
991-1140	61	10.5	42	16.8	7	6.2	7	4.1	5	10.2
1141-1600	23	4.0	18	7.2	0	0.0	3	1.6	2	4.1
N=	581		249		112		171		49	
Median	680		870		690		780		820	
No Response										
0-400	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0
401-820	2,537	28.3	688	15.2	573	52.4	870	44.9	406	28.9
821-990	3,139	35.0	1,605	35.4	373	34.0	698	36.1	464	33.0
991-1140	2,080	23.2	1,392	30.6	118	10.8	282	14.6	288	20.5
1141-1600	1,217	13.5	853	18.8	30	2.7	86	4.4	248	17.6
N=	8,974		4,538		1,094		1,936		1,406	
Median	930		990		820		840		930	

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*Values may not sum to the state total due to missing values for some variables for some cases.

Table 36: Number* and Percent of Students in Texas by ACT** Score, Class Rank and Race/Ethnicity, 1995-96

ACT** Score by Class Rank	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Top Quarter												
0-400	5	0.0	2	0.0	1	0.1	1	0.0	1	0.1	0	0.0
401-820	3,028	12.4	955	6.1	551	34.4	1,315	27.4	130	8.0	77	9.9
821-990	5,457	22.4	3,079	19.8	475	29.6	1,405	29.3	354	21.9	144	18.6
991-1140	8,150	33.4	5,898	37.8	319	19.9	1,145	23.9	544	33.7	244	31.5
1141-1600	7,737	31.8	5,657	36.3	257	16.0	928	19.4	585	36.3	310	40.0
N=	24,377		15,591		1,603		4,794		1,614		775	
Median	1,060		1,100		910		990		1,100		1,100	
Second Quarter												
0-400	15	0.1	3	0.0	5	0.3	5	0.1	2	0.4	0	0.0
401-820	6,578	38.6	2,515	26.1	1,202	62.5	2,664	58.5	307	32.5	190	37.6
821-990	5,197	30.5	3,247	33.7	457	23.8	1,013	25.0	319	33.8	161	31.9
991-1140	2,906	17.0	2,192	22.8	121	6.3	331	8.2	182	19.3	80	15.8
1141-1600	2,350	13.8	1,675	17.4	137	7.1	332	8.2	132	14.0	74	14.7
N=	17,046		9,632		1,922		4,045		942		505	
Median	860		990		820		820		910		910	
Third Quarter												
0-400	18	0.2	0	0.0	6	0.5	11	0.5	0	0.0	1	0.4
401-820	4,994	59.3	1,805	45.5	1,017	75.7	1,782	73.8	225	53.4	165	59.1
821-990	2,048	24.3	1,241	31.3	222	16.5	421	17.4	108	25.7	56	20.1
991-1140	698	8.3	483	12.2	51	3.8	81	3.4	50	11.9	33	11.8
1141-1600	663	7.9	436	11.0	47	3.5	118	4.9	38	9.0	24	8.6
N=	8,421		3,965		1,343		2,413		421		279	
Median	820		860		720		770		820		820	
Fourth Quarter												
0-400	7	0.6	0	0.0	3	1.4	4	1.0	0	0.0	0	0.0
401-820	843	69.3	254	53.7	178	80.5	330	81.7	51	63.8	30	76.9
821-990	230	18.9	139	29.3	25	11.3	44	10.9	17	21.2	5	12.8
991-1140	67	5.5	40	8.5	9	4.1	11	2.7	6	7.5	1	2.6
1141-1600	70	5.7	40	8.5	6	2.7	15	3.7	6	7.5	3	7.7
N=	1,217		473		221		404		80		39	
Median	770		820		720		720		770		720	
Total	31,061		29,661		5,089		11,656		3,057		1,598	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.

Table 37: Number* and Percent of Students in Texas by ACT**/SAT Combined Score of Students, Grade Point and Race/Ethnicity of Student, 1995-96

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Ethnicity Other		Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
A- to A+												
0-400	2	0.0	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0
401-820	4,049	7.1	1,332	3.5	731	22.8	1,599	16.5	350	6.5	37	5.9
821-990	12,461	22.0	7,016	18.5	1,139	35.4	3,183	32.8	1,012	18.7	111	17.8
991-1140	18,904	33.3	13,520	35.8	829	25.8	2,850	29.4	1,500	27.7	205	32.8
1141-1600	21,357	37.6	15,951	42.2	515	16.0	2,071	21.3	2,548	47.1	212	43.5
N=	56,773		37,820		3,215		9,703		5,410		625	
Median Score	1,100		1,120		960		1,000		1,140		1,140	
B- to B+												
0-400	33	0.1	5	0.0	12	0.2	13	0.1	3	0.1	0	0.0
401-820	20,887	31.8	7,358	20.6	4,537	52.8	7,415	47.4	1,276	26.7	301	37.9
821-990	23,288	35.5	13,275	37.1	2,825	32.8	5,289	33.8	1,678	35.1	221	27.9
991-1140	13,485	20.6	9,415	26.3	864	10.0	1,980	12.7	1,084	22.7	142	17.9
1141-1600	7,861	12.0	5,701	16.0	364	4.2	933	6.0	734	15.4	129	16.3
N=	65,554		35,754		8,602		15,630		4,775		793	
Median Score	910		970		820		840		930		910	
C- to C+												
0-400	21	0.2	0	0.0	8	0.4	11	0.4	0	0.0	2	1.1
401-820	6,102	56.2	1,989	41.5	1,589	73.5	2,021	67.8	376	51.1	127	67.9
821-990	3,073	28.3	1,699	35.5	435	20.1	684	23.0	219	29.8	36	19.2
991-1140	1,050	9.7	693	14.5	87	4.0	170	5.7	90	12.2	10	5.4
1141-1600	605	5.6	407	8.5	42	2.0	93	3.1	51	6.9	12	6.4
N=	10,851		4,788		2,161		2,979		736		187	
Median Score	820		860		740		770		820		770	
D- to D+												
0-400	1	0.3	0	0.0	0	0.0	1	0.8	0	0.0	0	0.0
401-820	249	63.0	71	49.3	53	81.6	91	69.5	23	53.5	11	91.7
821-990	89	22.5	44	30.6	6	9.2	29	22.1	9	20.9	1	8.3
991-1140	31	7.9	16	11.1	3	4.6	6	4.6	6	14.0	0	0.0
1141-1600	25	6.3	13	9.0	3	4.6	4	3.0	5	11.6	0	0.0
N=	395		144		65		131		43		12	
Median Score	770		850		720		740		820		695	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 38: Number* and Percent of Students in Texas by ACT**/SAT Combined Score for Students, Grade Point, Race/Ethnicity and Metropolitan Status, 1995-96

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	2,562	7.5	605	2.9	531	22.4	1,146	16.0	257	6.8	23	6.0
821-990	7,311	21.3	3,390	16.5	836	35.2	2,311	32.2	713	18.7	61	15.8
991-1140	10,962	31.9	7,029	34.2	624	26.3	2,119	29.6	1,058	27.8	132	34.3
1141-1600	13,483	39.3	9,560	46.4	381	16.1	1,594	22.2	1,779	46.7	169	43.9
N=	34,318		20,584		2,372		7,170		3,807		385	
Median Score	1,100		1,140		965		1,010		1,130		1,140	
B- to B+												
0-400	28	0.1	4	0.0	10	0.2	11	0.1	3	0.1	0	0.0
401-820	13,584	32.1	3,590	17.8	3,336	52.5	5,578	46.5	894	27.3	186	38.1
821-990	14,784	35.0	7,290	36.2	2,098	33.0	4,123	34.3	1,130	34.5	143	29.3
991-1140	8,790	20.8	5,743	28.5	643	10.1	1,568	13.1	748	22.9	88	18.0
1141-1600	5,086	12.0	3,523	17.5	271	4.2	724	6.0	497	15.2	71	14.6
N=	42,272		20,150		6,358		12,004		3,272		488	
Median Score	910		990		820		850		930		910	
C- to C+												
0-400	12	0.2	0	0.0	5	0.3	5	0.2	0	0.0	2	1.7
401-820	4,040	55.4	1,020	36.8	1,154	73.0	1,516	65.9	273	52.3	77	65.3
821-990	2,073	28.4	1,035	37.4	318	20.1	552	24.0	144	27.6	24	20.3
991-1140	749	10.3	456	16.5	69	4.4	152	6.6	66	12.6	6	5.1
1141-1600	418	5.7	258	9.3	35	2.2	77	3.3	39	7.5	9	7.6
N=	7,292		2,769		1,581		2,302		522		118	
Median Score	820		870		750		770		820		770	
D- to D+												
0-400	1	0.4	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0
401-820	189	65.6	45	48.4	37	80.4	81	73.0	16	59.3	10	90.9
821-990	61	21.2	30	32.2	4	8.7	22	19.8	4	14.8	1	9.1
991-1140	20	6.9	9	9.7	3	6.5	5	4.5	3	11.1	0	0.0
1141-1600	17	5.9	9	9.7	2	4.4	2	1.8	4	14.8	0	0.0
N=	288		93		46		111		27		11	
Median Score	770		860		720		720		820		720	
Metropolitan Suburban												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	486	4.4	300	3.4	68	17.9	79	10.3	36	3.6	3	2.9
821-990	2,130	19.5	1,603	18.5	128	33.6	234	30.7	143	14.2	22	21.1
991-1140	3,778	34.6	3,139	36.2	111	29.1	240	31.5	261	25.9	27	26.0
1141-1600	4,539	41.5	3,635	41.9	74	19.4	210	27.5	568	56.3	52	50.0
N=	10,933		8,677		381		763		1,008		104	
Median Score	1,110		1,120		990		1,030		1,170		1,155	

Table 38, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
B- to B+												
0-400	2	0.0	1	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	2,750	23.3	1,641	19.1	465	46.2	423	37.0	185	20.1	36	25.7
821-990	4,241	35.9	3,150	36.7	341	33.9	402	35.1	314	34.2	34	24.3
991-1140	3,032	25.7	2,415	28.1	134	13.3	223	19.5	229	25.0	31	22.1
1141-1600	1,774	15.1	1,383	16.1	66	6.5	96	8.4	190	20.7	39	27.9
N=	11,799		8,590		1,007		1,144		918		140	
Median Score	960		980		850		890		990		1,010	
C- to C+												
0-400	1	0.1	0	0.0	0	0.0	1	0.6	0	0.0	0	0.0
401-820	827	47.0	489	41.4	172	68.8	95	54.3	52	42.3	19	67.8
821-990	604	34.4	425	36.0	67	26.8	61	34.9	46	37.4	5	17.9
991-1140	204	11.6	165	13.9	7	2.8	12	6.8	16	13.0	4	14.3
1141-1600	122	6.9	103	8.7	4	1.6	6	3.4	9	7.3	0	0.0
N=	1,758		1,182		250		175		123		28	
Median Score	840		860		770		820		860		770	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	25	45.5	13	46.4	6	75.0	2	28.6	4	33.3	0	0.0
821-990	16	29.1	7	25.0	1	12.5	3	42.8	5	41.7	0	0.0
991-1140	9	16.3	6	21.4	0	0.0	0	0.0	3	25.0	0	0.0
1141-1600	5	9.1	2	7.2	1	12.5	2	28.6	0	0.0	0	0.0
N=	55		28		8		7		12		0	
Median Score	860		860		750		910		885		--	
Non-Metropolitan Adjacent												
A- to A+												
0-400	2	0.0	1	0.0	1	0.4	0	0.0	0	0.0	0	0.0
401-820	696	8.8	314	5.3	74	27.7	269	21.4	29	8.8	10	10.3
821-990	2,083	26.4	1,409	23.7	105	39.3	447	35.6	103	31.3	19	19.6
991-1140	2,888	36.6	2,353	39.6	53	19.9	352	28.0	99	30.1	31	32.0
1141-1600	2,220	28.2	1,862	31.4	34	12.7	189	15.0	98	29.8	37	38.1
N=	7,889		5,939		267		1,257		329		97	
Median Score	1,060		1,070		910		980		1,050		1,100	
B- to B+												
0-400	3	0.0	0	0.0	1	0.2	2	0.1	0	0.0	0	0.0
401-820	3,012	41.8	1,466	32.4	392	63.3	982	59.4	124	40.7	48	45.3
821-990	2,599	36.0	1,786	39.4	182	29.4	489	29.6	115	37.7	27	25.5
991-1140	1,002	13.9	794	17.5	29	4.7	110	6.7	50	16.4	19	17.9
1141-1600	597	8.3	484	10.7	15	2.4	70	4.2	16	5.2	12	11.3
N=	7,213		4,530		619		1,653		305		106	
Median Score	860		900		770		820		860		860	

Table 38, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
C- to C+												
0-400	7	0.6	0	0.0	2	1.2	5	1.4	0	0.0	0	0.0
401-820	830	73.3	337	62.2	145	90.1	302	84.1	28	59.6	18	75.0
821-990	211	18.6	144	26.6	7	4.4	44	12.2	13	27.6	3	12.5
991-1140	45	4.0	35	6.4	5	3.1	2	0.6	3	6.4	0	0.0
1141-1600	40	3.5	26	4.8	2	1.2	6	1.7	3	6.4	3	12.5
N=	1,133		542		161		359		47		24	
Median Score	740		790		670		720		770		770	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.00	0	0.0
401-820	24	70.6	9	56.3	7	100.0	6	75.0	1	50.00	1	100.0
821-990	5	14.7	4	25.0	0	0.0	1	12.5	0	0.00	0	0.0
991-1140	2	5.9	1	6.2	0	0.0	1	12.5	0	0.00	0	0.0
1141-1600	3	8.8	2	12.5	0	0.0	0	0.0	1	50.00	0	0.0
N=	34		16		7		8		2		1	
Median Score	705		820		650		670		995		670	
Non-Metropolitan Non-Adjacent												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	305	8.4	113	4.3	58	29.8	105	20.5	28	10.5	1	2.6
821-990	937	25.8	614	23.5	70	35.9	191	37.2	53	19.9	9	23.1
991-1140	1,276	35.1	999	38.1	41	21.0	139	27.1	82	30.9	15	38.4
1141-1600	1,115	30.7	894	34.1	26	13.3	78	15.2	103	38.7	14	35.9
N=	3,633		2,620		195		513		266		39	
Median Score	1,060		1,090		930		970		1,100		1,100	
B- to B+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,541	36.1	661	26.6	344	55.7	432	52.1	73	26.1	31	52.5
821-990	1,664	39.0	1,049	42.2	204	33.0	275	33.2	119	42.5	17	28.8
991-1140	661	15.5	463	18.7	58	9.4	79	9.5	57	20.4	4	6.8
1141-1600	404	9.4	311	12.5	12	1.9	43	5.2	31	11.0	7	11.9
N=	4,270		2,484		618		829		280		59	
Median Score	880		910		810		820		935		820	
C- to C+												
0-400	1	0.2	0	0.0	1	0.6	0	0.0	0	0.0	0	0.0
401-820	405	60.6	143	48.5	118	69.8	108	75.5	23	52.3	13	76.5
821-990	185	27.7	95	32.2	43	25.4	27	18.9	16	36.4	4	23.5
991-1140	52	7.8	37	12.5	6	3.6	4	2.8	5	11.3	0	0.0
1141-1600	25	3.7	20	6.8	1	0.6	4	2.8	0	0.0	0	0.0
N=	668		295		169		143		44		17	
Median Score	780		840		740		760		820		770	

Table 38, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	11	61.1	4	57.1	3	75.0	2	40.0	2	100.0	0	0.0
821-990	7	38.9	3	42.9	1	25.0	3	60.0	0	0.0	0	0.0
991-1140	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	18		7		4		5		2		0	
Median Score	760		820		680		830		735		--	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 39: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Grade Point, Race/Ethnicity and Economic Region, 1995-96

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
High Plains												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	182	6.2	94	4.0	21	33.9	58	18.8	7	4.7	2	4.9
821-990	670	22.9	496	21.0	23	37.1	105	34.1	38	25.7	8	19.5
991-1140	1,139	39.0	974	41.1	10	16.1	94	30.5	45	30.4	16	39.0
1141-1600	932	31.9	800	33.9	8	12.9	51	16.6	58	39.2	15	36.6
N=	2,923		2,364		62		308		148		41	
Median Score	1,070		1,090		905		990		1,095		1,100	
B- to B+												
0-400	1	0.1	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0
401-820	903	33.4	513	26.8	90	62.1	251	50.8	32	29.4	17	41.5
821-990	1,027	38.0	764	39.9	45	31.0	162	32.8	43	39.4	13	31.6
991-1140	469	17.3	387	20.2	6	4.1	52	10.5	22	20.2	2	4.9
1141-1600	304	11.2	251	13.1	4	2.8	28	5.7	12	11.0	9	22.0
N=	2,704		1,915		145		494		109		41	
Median Score	910		910		790		820		910		860	
C- to C+												
0-400	1	0.3	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0
401-820	243	63.8	132	55.2	26	81.3	70	83.3	9	50.0	6	75.0
821-990	98	25.7	72	30.1	5	15.6	11	13.1	8	44.4	2	25.0
991-1140	26	6.8	23	9.6	1	3.1	1	1.2	1	5.6	0	0.0
1141-1600	13	3.4	12	5.1	0	0.0	1	1.2	0	0.0	0	0.0
N=	381		239		32		84		18		8	
Median Score	770		820		720		730		815		820	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	10	55.5	6	60.0	1	50.0	2	40.0	1	100.0	0	0.0
821-990	5	27.8	2	20.0	1	50.0	2	40.0	0	0.0	0	0.0
991-1140	1	5.6	0	0.0	0	0.0	1	20.0	0	0.0	0	0.0
1141-1600	2	11.1	2	20.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	18		10		2		5		1		0	
Median Score	820		820		830		860		720		--	
Northwest												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	117	5.3	81	4.3	9	23.1	16	10.6	11	11.8	0	0.0
821-990	550	24.9	450	23.7	12	30.8	56	37.1	24	25.8	8	29.6
991-1140	812	36.7	709	37.3	11	28.1	55	36.4	30	32.3	7	25.9
1141-1600	730	33.1	659	34.7	7	18.0	24	15.9	28	30.1	12	44.5
N=	2,209		1,899		39		151		93		27	
Median Score	1,070		1,090		990		1,020		1,060		1,140	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
B- to B+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	646	35.6	462	32.3	68	60.7	74	46.6	32	35.2	10	40.0
821-990	716	39.4	577	40.4	29	25.9	61	38.4	39	42.9	10	40.0
991-1140	286	15.7	238	16.6	12	10.7	18	11.2	15	16.5	3	12.0
1141-1600	169	9.3	153	10.7	3	2.7	6	3.8	5	5.4	2	8.0
N=	1,817		1,430		112		159		91		25	
Median Score	880		910		790		840		860		910	
C- to C+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	127	62.0	84	56.8	21	77.8	14	77.8	5	62.5	3	75.0
821-990	55	26.8	45	30.3	5	18.5	3	16.7	1	12.5	1	25.0
991-1140	15	7.3	13	8.8	1	3.7	0	0.0	1	12.5	0	0.0
1141-1600	8	3.9	6	4.1	0	0.0	1	5.5	1	12.5	0	0.0
N=	205		148		27		18		8		4	
Median Score	770		820		720		755		770		795	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	4	57.1	3	49.9	0	0.0	1	100.0	0	0.0	0	0.0
821-990	1	14.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
991-1140	1	14.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	1	14.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	7		6		0		1		0		0	
Median Score	820		865		--		760		--		--	
Metroplex												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	778	5.7	317	3.1	217	25.0	110	13.1	127	8.1	7	5.0
821-990	2,564	18.7	1,711	16.6	302	34.8	243	29.0	290	18.4	18	13.0
991-1140	4,441	32.4	3,527	34.3	212	24.4	247	29.4	415	26.4	40	28.8
1141-1600	5,925	43.2	4,735	46.0	137	15.8	239	28.5	740	47.1	74	53.2
N=	13,708		10,290		868		839		1,572		139	
Median Score	1,120		1,140		950		1,030		1,140		1,170	
B- to B+												
0-400	9	0.0	1	0.0	6	0.2	1	0.1	1	0.1	0	0.0
401-820	4,357	26.6	1,832	17.3	1,565	55.5	540	36.9	358	27.2	62	33.3
821-990	5,603	34.3	3,722	35.2	867	30.8	524	35.8	449	34.1	41	22.1
991-1140	3,958	24.2	3,076	29.1	254	9.0	277	18.9	308	23.4	43	23.1
1141-1600	2,433	14.9	1,943	18.4	128	4.5	122	8.3	200	15.2	40	21.5
N=	16,360		10,574		2,820		1,464		1,316		186	
Median Score	940		990		820		880		930		990	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
C- to C+												
0-400	4	0.2	0	0.0	3	0.5	0	0.0	0	0.0	1	2.9
401-820	1,217	49.0	518	37.6	458	72.1	126	51.4	99	51.3	16	47.1
821-990	808	32.5	520	37.7	136	21.4	80	32.7	60	31.1	12	35.3
991-1140	291	11.7	215	15.6	22	3.5	27	11.0	23	11.9	4	11.8
1141-1600	165	6.6	125	9.1	16	2.5	12	4.9	11	5.7	1	2.9
N=	2,485		1,378		635		245		193		34	
Median Score	830		860		740		820		820		840	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	38	52.8	14	43.7	10	76.9	7	77.8	6	35.3	1	100.0
821-990	17	23.6	8	25.0	1	7.7	2	22.2	6	35.3	0	0.0
991-1140	12	16.7	7	21.9	1	7.7	0	0.0	4	23.5	0	0.0
1141-1600	5	6.9	3	9.4	1	7.7	0	0.0	1	5.9	0	0.0
N=	72		32		13		9		17		1	
Median Score	820		900		770		720		860		600	
Upper East Texas												
A- to A+												
0-400	1	0.0	0	0.0	1	0.5	0	0.0	0	0.0	0	0.0
401-820	165	6.0	104	4.5	45	22.0	6	7.5	7	7.4	3	8.1
821-990	632	23.1	487	21.0	84	41.2	26	32.5	22	23.2	13	35.2
991-1140	1,065	38.9	930	40.0	52	25.5	34	42.5	40	42.0	9	24.3
1141-1600	876	32.0	802	24.5	22	10.8	14	17.5	26	27.4	12	32.4
N=	2,739		2,323		204		80		95		37	
Median Score	1090		1100		950		1030		1060		1060	
B- to B+												
0-400	3	0.1	0	0.0	2	0.4	0	0.0	1	0.9	0	0.0
401-820	957	35.6	536	27.5	317	63.9	37	44.6	42	39.3	25	45.4
821-990	939	34.9	737	37.8	122	24.6	29	34.9	35	32.7	16	29.1
991-1140	507	18.8	435	22.3	34	6.9	11	13.3	17	15.9	10	18.2
1141-1600	285	10.6	242	12.4	21	4.2	6	7.2	12	11.2	4	7.3
N=	2,691		1,950		496		83		107		55	
Median Score	900		910		770		860		890		1,100	
C- to C+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	293	65.8	150	56.9	116	83.5	11	64.7	7	53.7	9	75.0
821-990	108	24.3	82	31.1	17	12.2	6	35.3	2	15.4	1	8.3
991-1140	27	6.1	20	7.5	4	2.9	0	0.0	3	23.1	0	0.0
1141-1600	17	3.8	12	4.5	2	1.4	0	0.0	1	7.8	2	16.7
N=	445		264		139		17		13		12	
Median Score	770		820		680		770		770		720	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	10	66.6	6	66.7	3	75.0	0	0.0	0	0.0	1	100.0
821-990	3	20.0	2	22.2	1	25.0	0	0.0	0	0.0	0	0.0
991-1140	1	6.7	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	1	6.7	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
N=	15		9		4		0		1		1	
Median Score	790		820		780		--		1,320		670	
Southeast Texas												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	258	9.5	91	4.9	88	30.0	48	19.8	31	9.8	0	0.0
821-990	713	26.3	443	24.0	108	36.7	93	38.4	66	20.6	3	20.0
991-1140	894	32.9	668	36.2	65	22.1	58	24.0	99	30.9	4	26.7
1141-1600	851	31.3	643	34.9	33	11.2	43	17.8	124	38.7	8	53.3
N=	2,716		1,845		294		242		320		15	
Median Score	1,060		1,080		910		965		1,095		1,210	
B- to B+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,136	33.5	457	23.9	460	54.6	131	40.0	79	26.9	9	69.2
821-990	1,394	41.2	838	43.9	293	34.8	132	40.2	127	43.2	4	30.8
991-1140	561	16.6	387	20.3	73	8.7	43	13.1	58	19.7	0	0.0
1141-1600	295	8.7	227	11.9	16	1.9	22	6.7	30	10.2	0	0.0
N=	3,386		1,909		842		328		294		13	
Median Score	890		920		820		860		930		820	
C- to C+												
0-400	1	0.2	0	0.0	1	0.4	0	0.0	0	0.0	0	0.0
401-820	368	59.5	128	48.1	179	72.2	29	53.7	30	65.2	2	50.0
821-990	186	30.1	96	36.1	57	23.0	21	38.9	11	23.9	1	25.0
991-1140	45	7.3	30	11.3	9	3.6	3	5.5	3	6.5	0	0.0
1141-1600	18	2.9	12	4.5	2	0.8	1	1.9	2	4.4	1	25.0
N=	618		266		248		54		46		4	
Median Score	800		830		730		795		785		865	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	12	63.1	3	50.0	7	87.5	0	0.0	2	100.0	0	0.0
821-990	6	31.6	2	33.3	1	12.5	3	100.0	0	0.0	0	0.0
991-1140	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	1	5.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	19		6		8		3		2		0	
Median Score	750		840		680		900		715		--	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Gulf Coast							
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	707	5.8	220	2.8	192	19.5	203	15.3	86	4.7	6	4.4
821-990	2,312	18.9	1,289	16.2	337	34.2	387	29.1	279	15.1	20	14.7
991-1140	3,831	31.3	2,619	33.0	274	27.7	413	31.1	482	26.0	43	31.6
1141-1600	5,386	44.0	3,806	48.0	183	18.6	326	24.5	1,004	54.2	67	49.3
N=	12,236		7,934		986		1,329		1,851		136	
Median Score	1,120		1,140		990		1,030		1,170		1,140	
B- to B+												
0-400	6	0.0	2	0.0	3	0.1	0	0.0	1	0.1	0	0.0
401-820	3,635	25.1	1,362	16.7	1,153	45.8	738	36.4	341	21.0	41	25.8
821-990	5,078	35.1	2,829	34.8	903	35.9	752	37.1	536	32.9	58	36.5
991-1140	3,552	24.5	2,412	29.7	320	12.7	373	18.4	414	25.4	31	19.5
1141-1600	2,196	15.3	1,528	18.8	137	5.5	167	8.1	334	20.6	29	18.2
N=	14,467		8,135		2,516		2,030		1,627		159	
Median Score	950		990		840		890		990		910	
C- to C+												
0-400	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	1,280	47.3	438	34.0	525	71.9	189	47.6	109	42.3	19	54.3
821-990	893	33.0	488	37.9	157	21.5	152	38.3	89	34.5	7	20.0
991-1140	346	12.8	231	17.9	32	4.4	41	10.3	37	14.3	5	14.3
1141-1600	188	6.9	131	10.2	15	2.1	15	3.8	23	8.9	4	11.4
N=	2,708		1,288		730		397		258		35	
Median Score	840		900		760		830		860		820	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	61	64.2	19	47.5	17	89.4	15	75.0	9	60.1	1	100.0
821-990	21	22.1	14	35.0	1	5.3	4	20.0	2	13.3	0	0.0
991-1140	7	7.4	4	10.0	0	0.0	1	5.0	2	13.3	0	0.0
1141-1600	6	6.3	3	7.5	1	5.3	0	0.0	2	13.3	0	0.0
N=	95		40		19		20		15		1	
Median Score	780		860		670		760		810		770	
					Central Texas							
A- to A+												
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	364	6.0	191	4.0	84	26.7	68	14.0	19	4.1	2	3.2
821-990	1,230	20.6	889	19.0	111	35.2	133	27.4	87	18.9	10	15.9
991-1140	2,017	33.5	1,655	35.3	73	23.2	139	28.6	127	27.6	23	36.5
1141-1600	2,401	39.9	1,953	41.7	47	14.9	146	30.0	227	49.4	28	44.4
N=	6,013		4,689		315		486		460		63	
Median Score	1,100		1,100		930		1,040		1,140		1,140	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
B- to B+												
0-400	3	0.0	1	0.0	1	0.2	1	0.1	0	0.0	0	0.0
401-820	1,530	27.2	808	21.0	351	52.9	266	37.0	91	27.2	14	22.2
821-990	2,022	35.9	1,394	36.2	224	33.7	270	37.5	115	34.4	19	30.2
991-1140	1,301	23.1	1,022	26.5	60	9.1	122	16.9	79	23.7	18	28.6
1141-1600	777	13.8	628	16.3	27	4.1	61	8.5	49	14.7	12	19.0
N=	5,633		3,853		663		720		334		63	
Median Score	930		970		820		870		935		990	
C- to C+												
0-400	2	0.3	0	0.0	2	1.2	0	0.0	0	0.0	0	0.0
401-820	426	53.9	176	40.1	134	80.2	74	61.2	29	61.7	13	76.5
821-990	222	27.8	151	34.4	24	14.4	34	28.1	9	19.2	2	11.7
991-1140	77	9.7	62	14.1	5	3.0	8	6.6	1	2.1	1	5.9
1141-1600	66	8.3	50	11.4	2	1.2	5	4.1	8	17.0	1	5.9
N=	791		439		167		121		47		17	
Median Score	820		860		720		770		800		770	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	20	52.6	10	55.5	5	55.6	3	33.3	2	100.0	0	0.0
821-990	9	23.7	4	22.2	1	11.1	4	44.5	0	0.0	0	0.0
991-1140	6	15.8	3	16.7	2	22.2	1	11.1	0	0.0	0	0.0
1141-1600	3	7.9	1	5.6	1	11.1	1	11.1	0	0.0	0	0.0
N=	38		18		9		9		2		0	
Median Score	1,060		1,110		985		990		1,100		1,100	
South Texas												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,093	10.7	158	3.5	56	17.1	828	18.0	40	6.5	11	8.7
821-990	2,731	26.7	875	19.1	124	37.8	1,561	34.0	146	23.6	25	19.9
991-1140	3,272	32.0	1,678	36.7	92	28.0	1,270	27.7	185	29.9	47	37.3
1141-1600	3,135	30.6	1,859	40.7	56	17.1	929	20.3	248	40.0	43	34.1
N=	10,231		4,570		328		4,588		619		126	
Median Score	1,060		1,110		985		990		1,100		1,100	
B- to B+												
0-400	7	0.0	0	0.0	0	0.0	7	0.1	0	0.0	0	0.0
401-820	5,945	42.1	1,011	22.7	414	52.4	4,181	52.2	237	35.2	102	49.8
821-990	4,873	34.5	1,772	39.8	269	34.1	2,539	31.7	244	36.3	49	23.9
991-1140	2,189	15.5	1,110	25.0	84	10.6	841	10.5	126	18.7	28	13.6
1141-1600	1,109	7.9	557	12.5	23	2.9	437	5.5	66	9.8	26	12.7
N=	14,123		4,450		790		8,005		673		205	
Median Score	860		940		820		820		890		860	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
C- to C+												
0-400	11	0.4	0	0.0	1	0.7	9	0.5	0	0.0	1	1.6
401-820	1,771	67.0	275	46.1	109	72.2	1,264	73.8	72	59.5	51	79.7
821-990	569	21.5	194	32.5	24	15.9	315	18.4	27	22.3	9	14.0
991-1140	188	7.1	82	13.7	12	7.9	77	4.5	17	14.1	0	0.0
1141-1600	106	4.0	46	7.7	5	3.3	47	2.8	5	4.1	3	4.7
N=	2,645		597		151		1,712		121		64	
Median Score	770		850		750		720		780		720	
D- to D+												
0-400	1	1.0	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0
401-820	78	75.0	8	42.1	10	100.0	49	79.0	3	75.0	8	88.9
821-990	20	19.2	9	47.4	0	0.0	9	14.5	1	25.0	1	11.1
991-1140	1	0.9	0	0.0	0	0.0	1	1.6	0	0.0	0	0.0
1141-1600	4	3.9	2	10.5	0	0.0	2	3.3	0	0.0	0	0.0
N=	104		19		10		62		4		9	
Median Score	715		860		645		670		750		720	
West Texas												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	103	5.7	56	4.1	7	17.1	30	9.9	9	10.3	1	6.7
821-990	419	23.2	276	20.3	14	34.1	106	35.0	20	23.0	3	20.0
991-1140	698	38.6	542	39.8	14	34.1	109	36.0	25	28.8	8	53.3
1141-1600	588	32.5	488	35.8	6	14.7	58	19.1	33	37.9	3	20.0
N=	1,808		1,362		41		303		87		15	
Median Score	1,080		1,100		990		1,030		1,070		1,100	
B- to B+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	527	32.6	283	26.1	48	58.5	166	46.6	20	27.8	10	43.5
821-990	620	38.3	433	39.9	25	30.5	131	36.8	26	36.1	5	21.7
991-1140	308	19.1	245	22.6	6	7.3	38	10.7	15	20.8	4	17.4
1141-1600	162	10.0	123	11.4	3	3.7	21	5.9	11	15.3	4	17.4
N=	1,617		1,084		82		356		72		23	
Median Score	910		910		770		860		910		910	
C- to C+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	121	62.4	70	57.4	9	64.3	35	79.5	4	40.0	3	75.0
821-990	50	25.7	36	29.4	5	35.7	4	9.1	4	40.0	1	25.0
991-1140	11	5.7	8	6.6	0	0.0	1	2.3	2	20.0	0	0.0
1141-1600	12	6.2	8	6.6	0	0.0	4	9.1	0	0.0	0	0.0
N=	194		122		14		44		10		4	
Median Score	770		820		765		740		840		745	

Table 39, continued

ACT**/SAT Score by Grade Point Average	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0
821-990	2	66.7	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0
991-1140	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	3		3		0		0		0		0	
Median Score	910		910		--		--		--		--	
Upper Rio Grande												
A- to A+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	282	12.9	20	3.7	12	15.4	232	16.9	13	7.9	5	19.2
821-990	640	29.2	100	18.4	24	30.8	473	34.3	40	24.2	3	11.5
991-1140	735	33.6	218	40.0	26	33.3	431	31.3	52	31.5	8	30.8
1141-1600	533	24.3	206	37.9	16	20.5	241	17.5	60	36.4	10	38.5
N=	2,190		544		78		1,377		165		26	
Median Score	1,030		1,100		1,020		990		1,060		1,060	
B- to B+												
0-400	4	0.1	1	0.2	0	0.0	3	0.1	0	0.0	0	0.0
401-820	1,251	45.4	94	20.7	71	52.2	1,031	51.8	44	29.0	11	47.9
821-990	1,016	36.9	209	46.0	48	35.3	689	34.6	64	42.1	6	26.1
991-1140	354	12.8	101	22.3	15	11.0	205	10.3	30	19.7	3	13.0
1141-1600	131	4.8	49	10.8	2	1.5	63	3.2	14	9.2	3	13.0
N=	2,756		454		136		1,991		152		23	
Median Score	840		920		820		820		910		860	
C- to C+												
0-400	1	0.3	0	0.0	0	0.0	1	0.4	0	0.0	0	0.0
401-820	256	67.5	18	38.3	12	66.6	209	72.8	12	54.5	5	100.0
821-990	86	22.7	15	31.9	5	27.8	58	20.2	8	36.4	0	0.0
991-1140	24	6.3	9	19.2	1	5.6	12	4.2	2	9.1	0	0.0
1141-1600	12	3.2	5	10.6	0	0.0	7	2.4	0	0.0	0	0.0
N=	379		47		18		287		22		5	
Median Score	750		860		770		720		815		720	
D- to D+												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	15	62.5	1	100.0	0	0.0	14	63.6	0	0.0	0	0.0
821-990	5	20.9	0	0.0	0	0.0	5	22.7	0	0.0	0	0.0
991-1140	2	8.3	0	0.0	0	0.0	2	9.1	0	0.0	0	0.0
1141-1600	2	8.3	0	0.0	0	0.0	1	4.6	1	100.0	0	0.0
N=	24		1		0		22		1		0	
Median Score	770		670		--		770		1,260		--	

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*Values may not sum to state total due to missing values for some variables for some cases.
**ACT Scores are adjusted to SAT Standard

Table 40: Number* and Percent of Students in Texas by ACT**/SAT Combined Score by Years of Math Completed and Race/Ethnicity, 1995-96

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
None												
0-400	2	0.1	0	0.0	1	0.2	1	0.2	0	0.0	0	0.0
401-820	742	25.5	208	14.8	193	48.4	212	38.4	128	23.4	1	100.0
821-990	978	33.6	457	32.4	136	34.1	201	36.4	184	33.6	0	0.0
991-1140	710	24.4	455	32.3	51	12.8	97	17.6	107	19.6	0	0.0
1141-1600	476	16.4	289	20.5	18	4.5	41	7.4	128	23.4	0	0.0
N=	2,908		1,409		399		552		547		1	
Median Score	950		1,010		830		880		950		540	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	208	58.7	62	40.8	49	84.5	69	74.2	20	48.8	8	80.0
821-990	82	23.2	42	27.6	6	10.3	18	19.3	14	34.1	2	20.0
991-1140	41	11.6	31	20.4	0	0.0	5	5.4	5	12.2	0	0.0
1141-1600	23	6.5	17	11.2	3	5.2	1	1.1	2	4.9	0	0.0
N=	354		152		58		93		41		10	
Median Score	790		875		675		720		830		745	
1.5-2 Years												
0-400	5	0.2	0	0.0	3	0.6	2	0.3	0	0.0	0	0.0
401-820	1,399	47.6	460	31.3	343	71.9	444	62.2	118	50.9	34	64.1
821-990	847	28.8	497	33.9	100	21.0	181	25.4	62	26.7	7	13.2
991-1140	434	14.7	311	21.2	22	4.6	56	7.8	37	15.9	8	15.1
1141-1600	258	8.7	199	13.6	9	1.9	31	4.3	15	6.5	4	7.6
N=	2,943		1,467		477		714		232		53	
Median Score	850		910		750		770		820		770	
2.5-3 Years												
0-400	22	0.0	1	0.0	8	0.1	11	0.1	2	0.1	0	0.0
401-820	15,621	34.3	5,700	21.9	3,265	58.3	5,565	52.2	885	31.0	206	40.5
821-990	15,919	34.9	9,649	37.2	1,713	30.7	3,436	32.2	997	35.0	124	24.3
991-1140	9,100	20.0	6,809	26.2	433	7.7	1,147	10.8	614	21.5	97	19.1
1141-1600	4,934	10.8	3,818	14.7	180	3.2	499	4.7	355	12.4	82	16.1
N=	45,596		25,977		5,599		10,658		2,853		509	
Median Score	900		960		800		820		910		860	
3.5 Years or More												
0-400	27	0.0	5	0.0	10	0.1	10	0.1	1	0.0	1	0.1
401-820	14,221	16.8	4,570	9.0	3,218	41.5	5,130	30.2	1,066	13.5	237	22.6
821-990	22,007	26.0	11,874	23.3	2,514	32.4	5,524	32.5	1,863	23.5	232	22.1
991-1140	23,743	28.2	16,400	32.3	1,299	16.7	3,761	22.2	2,033	25.7	250	23.8
1141-1600	24,541	29.0	17,982	35.4	721	9.3	2,554	15.0	2,954	37.3	330	31.4
N=	84,539		50,831		7,762		16,979		7,917		1,050	
Median Score	1,030		1,080		860		920		1,070		1,030	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 41: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Metropolitan Status, 1995-96

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City							
None												
0-400	2	0.1	0	0.0	1	0.3	1	0.2	0	0.0	0	0.0
401-820	520	26.8	106	13.1	151	50.2	175	39.2	88	23.0	0	0.0
821-990	634	32.7	252	31.2	94	31.2	161	35.9	127	33.1	0	0.0
991-1140	463	23.9	272	33.7	40	13.3	79	17.6	72	18.8	0	0.0
1141-1600	321	16.5	178	22.0	15	5.0	32	7.1	96	25.1	0	0.0
N=	1,940		808		301		448		383		0	
Median Score	950		1,020		820		870		970		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	130	59.9	28	37.9	35	81.4	46	73.0	16	51.6	5	83.3
821-990	48	22.1	20	27.0	5	11.6	12	19.1	10	32.3	1	16.7
991-1140	26	12.0	18	24.3	0	0.0	5	7.9	3	9.7	0	0.0
1141-1600	13	6.0	8	10.8	3	7.0	0	0.0	2	6.4	0	0.0
N=	217		74		43		63		31		6	
Median Score	770		880		680		720		820		770	
1.5-2 Years												
0-400	2	0.1	0	0.0	2	0.6	0	0.0	0	0.0	0	0.0
401-820	872	48.5	198	26.6	246	71.3	321	62.7	89	53.6	18	62.1
821-990	522	29.0	280	37.5	72	20.9	128	25.0	37	22.3	5	17.2
991-1140	259	14.4	164	22.0	17	4.9	45	8.8	29	17.5	4	13.8
1141-1600	143	8.0	104	13.9	8	2.3	18	3.5	11	6.6	2	6.9
N=	1,798		746		345		512		166		29	
Median Score	840		930		750		770		820		770	
2.5-3 Years												
0-400	16	0.1	1	0.0	4	0.1	9	0.1	2	0.1	0	0.0
401-820	9,832	35.2	2,662	19.6	2,347	57.1	4,105	51.9	597	30.7	121	40.9
821-990	9,531	34.1	4,951	36.2	1,270	30.9	2,560	32.4	679	34.9	71	24.0
991-1140	5,503	19.7	3,800	27.8	351	8.5	876	11.1	415	21.3	61	20.6
1141-1600	3,041	10.9	2,246	16.4	139	3.4	359	4.5	254	13.0	43	14.5
N=	27,923		13,660		4,111		7,909		1,947		296	
Median Score	900		980		810		820		910		885	
3.5 Years or More												
0-400	21	0.0	3	0.0	9	0.2	7	0.0	1	0.0	1	0.2
401-820	9,616	17.8	2,397	8.2	2,391	41.6	3,896	29.8	776	14.0	156	23.2
821-990	14,078	26.0	6.512	22.4	1,855	32.3	4,285	32.8	1,278	23.1	148	22.0
991-1140	14,628	27.1	9,197	31.7	950	16.6	2,884	22.1	1,439	26.0	158	23.5
1141-1600	15,733	29.1	10,948	37.7	531	9.3	2,002	15.3	2,043	36.9	209	31.1
N=	54,076		29,057		5,736		13,074		5,537		672	
Median Score	1,030		1,100		860		920		1,060		1,030	

Table 41, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Suburban												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	95	18.9	62	17.6	12	34.3	5	17.9	16	18.2	0	0.0
821-990	154	30.7	101	28.8	12	34.3	10	35.7	31	35.2	0	0.0
991-1140	151	30.1	119	33.9	8	22.8	7	25.0	17	19.3	0	0.0
1141-1600	102	20.3	69	19.7	3	8.6	6	21.4	24	27.3	0	0.0
N=	502		351		35		28		88		0	
Median Score	1000		1000		900		960		980		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	25	44.7	16	39.0	2	100.0	6	75.0	1	20.0	0	0.0
821-990	14	25.0	9	22.0	0	0.0	2	25.0	3	60.0	0	0.0
991-1140	12	21.4	11	26.8	0	0.0	0	0.0	1	20.0	0	0.0
1141-1600	5	8.9	5	12.2	0	0.0	0	0.0	0	0.0	0	0.0
N=	56		41		2		8		5		0	
Median Score	860		910		660		670		910		--	
1.5-2 Years												
0-400	1	0.2	0	0.0	0	0.0	1	2.1	0	0.0	0	0.0
401-820	203	37.6	120	30.6	39	70.9	23	48.9	14	37.9	7	77.8
821-990	174	32.2	128	32.7	14	25.5	14	29.9	16	43.2	2	22.2
991-1140	105	19.4	95	24.2	1	1.8	4	8.5	5	13.5	0	0.0
1141-1600	57	10.6	49	12.5	1	1.8	5	10.6	2	5.4	0	0.0
N=	540		392		55		47		37		9	
Median Score	895		910		740		820		880		720	
2.5-3 Years												
0-400	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
401-820	2,024	25.5	1,254	20.6	331	57.0	290	39.4	127	27.0	22	28.2
821-990	2,952	37.2	2,309	38.0	182	31.3	273	37.1	167	35.4	21	26.9
991-1140	1,931	24.3	1,642	27.0	44	7.6	117	15.9	111	23.6	17	21.8
1141-1600	1,036	13.0	873	14.4	23	3.9	56	7.6	66	14.0	18	23.1
N=	7,944		6,078		581		736		471		78	
Median Score	940		970		810		870		920		910	
3.5 Years or More												
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,851	11.6	1,044	8.7	346	34.4	284	21.7	147	9.4	30	16.1
821-990	3,872	24.2	2,756	23.1	339	33.7	413	31.6	325	20.8	39	21.0
991-1140	4,948	30.9	3,948	33.1	202	20.1	356	27.3	397	25.4	45	24.2
1141-1600	5,322	33.3	4,183	35.1	118	11.8	253	19.4	696	44.4	72	38.7
N=	15,994		11,932		1,005		1,306		1,565		186	
Median Score	1,060		1,080		910		990		1,120		1,100	

Table 41, continued

ACT**/SAT Score by Years of Math	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Non-Metropolitan Adjacent												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	80	28.7	27	16.5	16	69.6	20	41.7	16	37.2	1	100.0
821-990	104	37.3	65	39.6	7	30.4	18	37.5	14	32.6	0	0.0
991-1140	59	21.1	46	28.1	0	0.0	7	14.6	6	13.9	0	0.0
1141-1600	36	12.9	26	15.8	0	0.0	3	6.2	7	16.3	0	0.0
N=	279		164		23		48		43		1	
Median Score	940		970		720		875		910		540	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	37	68.5	12	52.2	8	100.0	15	79.0	1	50.0	1	50.0
821-990	13	24.1	7	30.4	0	0.0	4	21.0	1	50.0	1	50.0
991-1140	2	3.7	2	8.7	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	2	3.7	2	8.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	54		23		8		19		2		2	
Median Score	795		820		635		710		835		790	
1.5-2 Years												
0-400	2	0.5	0	0.0	1	2.2	1	1.0	0	0.0	0	0.0
401-820	225	55.3	103	45.0	35	76.1	72	70.6	11	52.4	4	44.4
821-990	98	24.1	60	26.2	9	19.5	21	20.6	8	38.1	0	0.0
991-1140	44	10.8	37	16.2	1	2.2	2	1.9	0	0.0	4	44.4
1141-1600	38	9.3	29	12.6	0	0.0	6	5.9	2	9.5	1	11.2
N=	407		229		46		102		21		9	
Median Score	820		860		770		770		790		1,100	
2.5-3 Years												
0-400	5	0.1	0	0.0	3	0.7	2	0.1	0	0.0	0	0.0
401-820	2,508	39.6	1,237	29.7	307	66.3	825	60.9	98	38.3	41	48.8
821-990	2,169	34.3	1,558	37.3	122	26.3	383	28.3	89	34.8	17	20.2
991-1140	1,095	17.3	922	22.1	21	4.5	94	6.9	48	18.7	10	11.9
1141-1600	552	8.7	454	10.9	10	2.2	51	3.8	21	8.2	16	19.1
N=	6,329		4,171		463		1,355		256		84	
Median Score	860		910		770		790		885		860	
3.5 Years or More												
0-400	4	0.0	1	0.0	0	0.0	3	0.2	0	0.0	0	0.0
401-820	1,840	19.3	797	12.0	263	49.7	665	36.7	83	20.2	32	23.9
821-990	2,261	27.6	1,722	26.0	160	30.3	572	31.5	135	32.9	32	23.9
991-1140	2,782	29.3	2,214	33.4	65	12.3	365	20.1	102	24.9	36	26.8
1141-1600	2,263	23.8	1,890	28.6	41	7.7	208	11.5	90	22.0	34	25.4
N=	9,510		6,624		529		1,813		410		134	
Median Score	1,030		1,060		830		900		990		1,030	

Table 41, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Non-Metropolitan Non-Adjacent												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	47	25.1	13	15.1	14	35.0	12	42.9	8	24.2	0	0.0
821-990	86	46.0	39	45.4	23	57.5	12	42.9	12	36.4	0	0.0
991-1140	37	19.8	18	20.9	3	7.5	4	14.2	12	36.4	0	0.0
1141-1600	17	9.1	16	18.6	0	0.0	0	0.0	1	3.0	0	0.0
N=	187		86		40		28		33		0	
Median Score	920		970		855		870		940		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	16	59.3	6	42.9	4	80.0	2	66.7	2	66.7	2	100.0
821-990	7	25.9	6	42.9	1	20.0	0	0.0	0	0.0	0	0.0
991-1140	1	3.7	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0
1141-1600	3	11.1	2	14.2	0	0.0	1	33.3	0	0.0	0	0.0
N=	27		14		5		3		3		2	
Median Score	790		860		720		770		780		575	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	99	50.0	39	39.0	23	74.2	28	52.8	4	50.0	5	83.3
821-990	53	26.8	29	29.0	5	16.2	18	34.0	1	12.5	0	0.0
991-1140	26	13.1	15	15.0	3	9.6	5	9.4	3	37.5	0	0.0
1141-1600	20	10.1	17	17.0	0	0.0	2	3.8	0	0.0	1	16.7
N=	198		100		31		53		8		6	
Median Score	825		910		720		820		870		745	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,257	37.0	547	26.4	280	63.1	345	52.4	63	35.2	22	43.1
821-990	1,267	37.3	831	40.2	139	31.3	220	33.5	62	34.6	15	29.4
991-1140	571	16.8	445	21.5	17	3.8	60	9.1	40	22.4	9	17.7
1141-1600	305	8.9	245	11.9	8	1.8	33	5.0	14	7.8	5	9.8
N=	3,400		2,068		444		658		179		51	
Median Score	875		910		780		820		900		860	
3.5 Years or More												
0-400	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
401-820	914	18.4	332	10.3	218	44.3	285	36.2	60	14.8	19	32.8
821-990	1,436	29.0	884	27.5	160	32.5	254	32.3	125	30.9	13	22.4
991-1140	1,385	27.9	1,041	32.3	82	16.7	156	19.9	95	23.4	11	19.0
1141-1600	1,223	24.7	961	29.9	31	6.3	91	11.6	125	30.9	15	25.8
N=	4,959		3,218		492		786		405		58	
Median Score	1,020		1,060		860		910		1,020		990	

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*Values may not sum to state total due to missing values for some cases.

**ACT Scores are adjusted to SAT Standard.

Table 42: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Years of Math Completed, Race/Ethnicity and Economic Region, 1995-96

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
						High Plains						
None												
0-400	1	1.2	0	0.0	0	0.0	1	8.3	0	0.0	0	0.0
401-820	18	22.0	12	22.6	2	40.0	2	16.7	2	16.7	0	0.0
821-990	25	30.4	13	24.5	2	40.0	4	33.3	6	50.0	0	0.0
991-1140	20	24.4	17	32.1	1	20.0	2	16.7	0	0.0	0	0.0
1141-1600	18	22.0	11	20.8	0	0.0	3	25.0	4	33.3	0	0.0
N=	82		53		5		12		12		0	
Median Score	975		1,030		850		950		935		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	12	57.1	7	50.0	1	100.0	3	75.0	0	0.0	1	100.0
821-990	6	28.6	4	28.6	0	0.0	1	25.0	1	100.0	0	0.0
991-1140	2	9.5	2	14.3	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	1	4.8	1	7.1	0	0.0	0	0.0	0	0.0	0	0.0
N=	21		14		1		4		1		1	
Median Score	770		840		670		720		840		670	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	65	44.8	26	29.9	9	75.0	25	64.1	3	75.0	2	66.7
821-990	41	28.3	28	32.2	2	16.7	11	28.2	0	0.0	0	0.0
991-1140	22	15.2	18	20.7	1	8.3	1	2.6	1	25.0	1	33.3
1141-1600	17	11.7	15	17.2	0	0.0	2	5.1	0	0.0	0	0.0
N=	145		87		12		39		4		3	
Median Score	860		930		745		770		780		820	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	766	30.9	455	24.4	61	59.8	208	52.1	29	34.1	13	42.0
821-990	866	34.9	668	35.8	32	31.4	127	31.8	30	35.3	9	29.0
991-1140	527	21.2	459	24.6	5	4.9	44	11.1	14	16.5	5	16.1
1141-1600	323	13.0	283	15.2	4	3.9	20	5.0	12	14.1	4	12.9
N=	2,482		1,865		102		399		85		31	
Median Score	910		950		790		820		890		860	
3.5 Years or More												
0-400	1	0.0	0	0.0	0	0.0	1	0.2	0	0.0	0	0.0
401-820	510	15.0	263	10.2	67	54.0	151	33.3	19	10.0	10	18.9
821-990	891	26.3	642	25.0	38	30.6	139	30.7	59	31.2	13	24.5
991-1140	1,082	31.9	900	35.0	10	8.1	106	23.4	54	28.6	12	22.6
1141-1600	907	26.8	767	29.8	9	7.3	56	12.4	57	30.2	18	34.0
N=	3,391		2,572		124		453		189		53	
Median Score	1,030		1,060		820		910		1,050		1,030	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
						Northwest						
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	10	16.7	7	15.2	1	33.3	1	100.0	1	10.0	0	0.0
821-990	27	45.0	19	41.3	1	33.3	0	0.0	7	70.0	0	0.0
991-1140	17	28.3	14	30.4	1	33.3	0	0.0	2	20.0	0	0.0
1141-1600	6	10.0	6	13.1	0	0.0	0	0.0	0	0.0	0	0.0
N=	60		46		3		1		10		0	
Median Score	940		965		880		720		875		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	3	37.5	3	60.0	0	0.0	0	0.0	0	66.7	0	0.0
821-990	4	50.0	2	40.0	0	0.0	0	0.0	2	33.3	0	0.0
991-1140	1	12.5	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0
1141-1600	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	8		5		0		0		3		0	
Median Score	900		790		--		--		990		--	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	40	44.5	27	38.0	5	100.0	4	44.4	1	100.0	3	75.0
821-990	29	32.2	24	33.8	0	0.0	5	55.6	0	0.0	0	0.0
991-1140	11	12.2	10	14.1	0	0.0	0	0.0	0	0.0	1	25.0
1141-1600	10	11.1	10	14.1	0	0.0	0	0.0	0	0.0	0	0.0
N=	90		71		5		9		1		4	
Median Score	860		900		770		860		720		820	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	513	30.1	373	27.2	48	59.3	61	39.9	22	30.1	9	36.0
821-990	626	36.8	506	36.9	25	30.9	59	38.5	30	41.1	6	24.0
991-1140	361	21.2	314	22.9	7	8.6	22	14.4	13	17.8	5	20.0
1141-1600	203	11.9	178	13.0	1	1.2	11	7.2	8	11.0	5	20.0
N=	1,703		1,371		81		153		73		25	
Median Score	910		920		820		860		890		910	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	344	14.2	230	11.4	46	49.4	42	24.6	25	22.1	1	3.9
821-990	652	26.9	531	26.2	22	23.7	57	33.3	30	26.6	12	46.1
991-1140	730	30.1	628	31.1	16	17.2	51	29.8	31	27.4	4	15.4
1141-1600	698	28.8	632	31.3	9	9.7	21	12.3	27	23.9	9	34.6
N=	2,424		2,021		93		171		113		26	
Median Score	1,040		1,060		860		970		1,000		1,010	

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Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
						Metroplex						
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	210	24.1	65	13.5	80	55.9	25	37.3	40	22.0	0	0.0
821-990	272	31.1	147	30.5	43	30.1	21	31.4	61	33.5	0	0.0
991-1140	237	27.1	174	36.1	15	10.5	12	17.9	36	19.8	0	0.0
1141-1600	155	17.7	96	19.9	5	3.5	9	13.4	45	24.7	0	0.0
N=	874		482		143		67		182		0	
Median Score	965		1,015		810		900		962		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	37	43.5	18	36.0	9	64.3	2	50.0	8	47.0	0	0.0
821-990	19	22.4	11	22.0	2	14.3	1	25.0	5	29.4	0	0.0
991-1140	18	21.2	15	30.0	0	0.0	1	25.0	2	11.8	0	0.0
1141-1600	11	12.9	6	12.0	3	21.4	0	0.0	2	11.8	0	0.0
N=	85		50		14		4		17		0	
Median Score	860		920		720		770		830		--	
1.5-2 Years												
0-400	1	0.2	0	0.0	1	.8	0	0.0	0	0.0	0	0.0
401-820	278	43.0	111	29.7	98	73.1	33	55.0	31	44.3	5	55.6
821-990	206	31.8	138	36.9	25	18.7	16	26.7	24	34.3	3	33.3
991-1140	106	16.4	80	21.4	7	5.2	10	16.7	8	11.4	1	11.1
1141-1600	56	8.6	45	12.0	3	2.2	1	1.6	7	10.0	0	0.0
N=	647		374		134		60		70		9	
Median Score	860		920		730		795		860		770	
2.5-3 Years												
0-400	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	3,035	27.9	1,385	18.8	1,020	59.0	372	39.0	230	30.2	28	30.4
821-990	3,828	35.1	2,676	36.4	528	30.5	347	36.4	256	33.6	21	22.8
991-1140	2,537	23.3	2,068	28.1	116	6.7	162	17.0	167	21.9	24	26.1
1141-1600	1,496	13.7	1,233	16.7	64	3.7	72	7.6	108	14.3	19	20.7
N=	10,897		7,362		1,729		953		761		92	
Median Score	930		980		800		860		920		990	
3.5 Years or More												
0-400	11	0.0	1	0.0	7	0.3	1	0.1	1	0.0	1	0.4
401-820	2,954	14.4	1,148	8.0	1,062	45.1	358	23.7	335	14.9	51	20.6
821-990	4,872	23.5	3,112	21.7	718	30.5	484	32.1	513	22.9	45	18.1
991-1140	5,947	28.7	4,594	32.0	358	15.2	372	24.6	567	25.3	56	22.6
1141-1600	6,912	33.4	5,496	38.3	208	8.9	295	19.5	828	36.9	95	38.3
N=	20,696		14,341		2,353		1,510		2,244		248	
Median Score	1,060		1,100		860		960		1,060		1,100	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Upper East Texas												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	29	31.5	11	20.4	11	61.1	1	16.7	5	38.5	1	100.0
821-990	25	27.2	14	25.9	5	27.8	5	83.3	1	7.7	0	0.0
991-1140	26	28.3	18	33.3	2	11.1	0	0.0	6	46.1	0	0.0
1141-1600	12	13.0	11	20.4	0	0.0	0	0.0	1	7.7	0	0.0
N=	92		54		18		6		13		1	
Median Score	965		1,005		810		885		1,010		540	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	17	81.0	5	71.4	10	100.0	1	50.0	1	100.0	0	0.0
821-990	3	14.3	1	14.3	0	0.0	1	50.0	0	0.0	1	100.0
991-1140	1	4.7	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	21		7		10		2		1		1	
Median Score	720		800		600		815		720		860	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	71	44.9	34	30.6	31	86.1	1	100.0	2	40.0	3	60.0
821-990	49	31.0	42	37.9	5	13.9	0	0.0	2	40.0	0	0.0
991-1140	20	12.7	17	15.3	0	0.0	0	0.0	1	20.0	2	40.0
1141-1600	18	11.4	18	16.2	0	0.0	0	0.0	0	0.0	0	0.0
N=	158		111		36		1		5		5	
Median Score	860		910		720		720		860		820	
2.5-3 Years												
0-400	3	0.1	0	0.0	2	0.6	0	0.0	1	1.5	0	0.0
401-820	762	37.5	459	30.3	232	68.8	28	39.4	25	36.8	18	47.4
821-990	670	33.0	542	35.7	70	20.8	28	39.4	23	33.8	7	18.4
991-1140	398	19.6	343	22.6	21	6.2	11	15.6	14	20.6	9	23.7
1141-1600	198	9.8	173	11.4	12	3.6	4	5.6	5	7.3	4	10.5
N=	2,031		1,517		337		71		68		38	
Median Score	880		910		770		860		880		860	
3.5 Years or More												
0-400	1	0.0	0	0.0	1	0.2	0	0.0	0	0.0	0	0.0
401-820	582	15.7	307	10.4	206	45.4	25	24.0	27	19.2	17	25.8
821-990	983	26.5	746	25.4	147	32.4	29	27.9	37	26.2	24	36.4
991-1140	1,187	32.0	1,034	35.1	68	15.0	34	32.7	41	29.1	10	15.1
1141-1600	955	25.8	856	29.1	32	7.0	16	15.4	36	25.5	15	22.7
N=	3,708		2,943		454		104		141		66	
Median Score	1,030		1,060		860		990		1,030		910	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Southeast Texas							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	47	23.9	15	16.7	18	36.0	5	23.8	9	25.7	0	0.0
821-990	87	44.5	35	38.9	26	52.0	10	47.6	16	45.7	0	0.0
991-1140	42	21.4	27	30.0	5	10.0	4	19.1	6	17.2	0	0.0
1141-1600	20	10.2	13	14.4	1	2.0	2	9.5	4	11.4	0	0.0
N=	196		90		50		21		35		0	
Median Score	940		980		855		930		900		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	14	63.6	5	45.5	5	83.3	1	50.0	3	100.0	0	0.0
821-990	6	27.4	5	45.5	1	16.7	0	0.0	0	0.0	0	0.0
991-1140	1	4.5	1	9.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	1	4.5	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0
N=	22		11		6		2		3		0	
Median Score	795		860		665		865		780		--	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	68	49.3	24	33.8	34	80.9	6	35.3	3	42.9	1	100.0
821-990	41	29.7	24	33.8	6	14.3	10	58.8	1	14.2	0	0.0
991-1140	20	14.5	14	19.7	2	4.8	1	5.9	3	42.9	0	0.0
1141-1600	9	6.5	9	12.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	138		71		42		17		7		1	
Median Score	830		910		720		830		830		480	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	895	35.1	350	22.8	364	63.1	106	44.0	69	37.7	6	42.9
821-990	1,005	39.5	664	43.4	176	30.5	102	42.3	60	32.8	3	21.4
991-1140	450	17.7	358	23.4	27	4.7	23	9.6	39	21.3	3	21.4
1141-1600	196	7.7	159	10.4	10	1.7	10	4.1	15	8.2	2	14.3
N=	2,546		1,531		577		241		183		14	
Median Score	890		920		780		850		900		885	
3.5 Years or More												
0-400	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0
401-820	817	20.3	311	12.8	333	44.6	97	26.9	71	15.0	5	27.8
821-990	1,233	30.6	697	28.6	260	34.7	130	36.1	141	29.9	5	27.8
991-1140	1,023	25.4	714	29.3	113	15.1	78	21.7	117	24.8	1	5.5
1141-1600	957	23.7	712	29.3	40	5.5	55	15.3	143	30.3	7	38.9
N=	4,031		2,434		747		360		472		18	
Median Score	990		1,035		860		940		1,020		990	

Table 42, continued

ACT*/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Gulf Coast												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	144	22.5	50	16.1	34	37.8	28	40.0	32	18.9	0	0.0
821-990	209	32.7	98	31.5	30	33.3	21	30.0	60	35.5	0	0.0
991-1140	160	25.0	93	29.9	17	18.9	17	24.3	33	19.5	0	0.0
1141-1600	127	19.8	70	22.5	9	10.0	4	5.7	44	26.1	0	0.0
N=	640		311		90		70		169		0	
Median Score	975		1,000		885		900		980		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	34	59.6	10	40.0	13	86.7	4	66.6	5	55.6	2	100.0
821-990	14	24.6	8	32.0	2	13.3	1	16.7	3	33.3	0	0.0
991-1140	6	10.5	4	16.0	0	0.0	1	16.7	1	11.1	0	0.0
1141-1600	3	5.3	3	12.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	57		25		15		6		9		2	
Median Score	790		880		680		745		800		770	
1.5-2 Years												
0-400	1	0.1	0	0.0	1	0.6	0	0.0	0	0.0	0	0.0
401-820	283	43.1	94	28.4	103	64.9	43	50.6	37	52.1	6	60.0
821-990	190	29.0	108	32.6	43	27.0	23	27.1	14	19.7	2	20.0
991-1140	111	16.9	77	23.3	7	4.4	12	14.1	15	21.1	0	0.0
1141-1600	71	10.9	52	15.7	5	3.1	7	8.2	5	7.1	2	20.0
N=	656		331		159		85		71		10	
Median Score	860		930		770		820		820		770	
2.5-3 Years												
0-400	4	0.0	0	0.0	3	0.2	0	0.0	1	0.1	0	0.0
401-820	2,767	30.9	1,022	20.2	936	55.9	563	42.5	225	27.7	21	24.4
821-990	3,233	36.1	1,882	37.2	523	31.2	508	38.4	290	35.7	30	34.9
991-1140	1,918	21.4	1,382	27.3	155	9.2	184	13.9	187	21.9	19	22.1
1141-1600	1,033	11.6	771	15.3	58	3.5	69	5.2	119	14.6	16	18.6
N=	8,955		5,057		1,675		1,324		813		86	
Median Score	910		970		820		860		930		910	
3.5 Years or More												
0-400	3	0.0	2	0.0	1	0.0	0	0.0	0	0.0	0	0.0
401-820	2,687	13.5	926	7.7	873	36.2	548	22.9	300	10.4	40	17.0
821-990	4,913	24.6	2,657	22.0	819	34.0	783	32.7	603	20.8	51	21.6
991-1140	5,697	28.4	3,805	31.6	452	18.7	627	26.2	753	26.0	60	25.4
1141-1600	6,684	33.5	4,655	38.7	268	11.1	435	18.2	1,241	42.8	85	36.0
N=	19,984		12,045		2,413		2,393		2,897		236	
Median Score	1,060		1,100		890		980		1,100		1,060	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Central Texas												
None												
0-400	1	0.4	0	0.0	1	2.6	0	0.0	0	0.0	0	0.0
401-820	54	21.3	14	9.7	19	48.7	8	30.8	13	30.2	0	0.0
821-990	75	29.6	46	31.7	10	25.6	10	38.5	9	20.9	0	0.0
991-1140	57	22.5	41	28.3	7	18.0	3	11.5	6	14.0	0	0.0
1141-1600	66	26.2	44	30.3	2	5.1	5	19.2	15	34.9	0	0.0
N=	253		145		39		26		43		0	
Median Score	990		1,040		810		875		950		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	16	59.3	6	46.1	5	100.0	4	57.1	1	100.0	0	0.0
821-990	8	29.6	5	38.5	0	0.0	2	28.6	0	0.0	1	100.0
991-1140	2	7.4	1	7.7	0	0.0	1	14.3	0	0.0	0	0.0
1141-1600	1	3.7	1	7.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	27		13		5		7		1		1	
Median Score	810		840		670		720		700		910	
1.5-2 Years												
0-400	1	0.3	0	0.0	1	2.4	0	0.0	0	0.0	0	0.0
401-820	113	39.4	51	27.7	28	68.3	17	53.1	15	60.0	2	40.0
821-990	84	29.3	60	32.6	9	22.0	9	28.1	6	24.0	0	0.0
991-1140	56	19.5	46	25.0	2	4.9	3	9.4	3	12.0	2	40.0
1141-1600	33	11.5	27	14.7	1	2.4	3	9.4	1	4.0	1	20.0
N=	287		184		41		32		25		5	
Median Score	860		930		770		820		820		1,140	
2.5-3 Years												
0-400	3	0.1	1	0.0	1	0.2	1	0.2	0	0.0	0	0.0
401-820	1,200	29.3	653	22.7	261	56.6	204	42.8	72	29.0	10	25.6
821-990	1,430	34.9	1,014	35.3	146	31.7	173	36.3	86	34.7	11	28.2
991-1140	920	22.4	754	26.3	40	8.7	64	13.4	51	20.6	11	28.2
1141-1600	544	13.3	450	15.7	13	2.8	35	7.3	29	15.7	7	18.0
N=	4,097		2,872		461		477		248		39	
Median Score	920		970		820		860		925		990	
3.5 Years or More												
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,004	12.5	483	8.2	268	42.7	184	22.6	55	9.6	14	14.4
821-990	1,957	24.3	1,351	22.8	204	32.6	256	31.5	127	22.1	19	19.6
991-1140	2,432	30.3	1,951	32.9	93	14.8	202	24.9	155	27.0	31	32.0
1141-1600	2,644	32.9	2,141	36.1	62	9.9	171	21.0	237	41.3	33	34.0
N=	8,038		5,927		627		813		574		97	
Median Score	1,060		1,090		860		990		1,100		1,060	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					South Texas							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	175	34.0	23	14.3	24	63.2	107	42.3	21	33.3	0	0.0
821-990	178	34.5	54	33.5	11	28.9	92	36.4	21	33.3	0	0.0
991-1140	106	20.6	53	32.9	2	5.3	41	16.2	10	15.9	0	0.0
1141-1600	56	10.9	31	19.3	1	2.6	13	5.1	11	17.5	0	0.0
N=	515		161		38		253		63		0	
Median Score	910		1,000		775		860		910		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	62	70.4	6	31.5	5	83.3	45	83.3	2	40.0	4	100.0
821-990	16	18.2	4	21.1	1	16.7	9	16.7	2	40.0	0	0.0
991-1140	5	5.7	4	21.1	0	0.0	0	0.0	1	20.0	0	0.0
1141-1600	5	5.7	5	26.3	0	0.0	0	0.0	0	0.0	0	0.0
N=	88		19		6		54		5		4	
Median Score	720		950		710		685		870		605	
1.5-2 Years												
0-400	2	0.3	0	0.0	0	0.0	2	0.5	0	0.0	0	0.0
401-820	394	61.9	66	38.8	27	75.0	267	70.3	25	65.8	9	69.2
821-990	149	23.4	51	30.0	8	22.2	78	20.5	10	26.3	2	15.4
991-1140	60	9.4	35	20.6	1	2.8	20	5.3	3	7.9	1	7.7
1141-1600	32	5.0	18	10.6	0	0.0	13	3.4	0	0.0	1	7.7
N=	637		170		36		380		38		13	
Median Score	780		890		720		770		785		770	
2.5-3 Years												
0-400	11	0.1	0	0.0	1	0.2	10	0.2	0	0.0	0	0.0
401-820	4,279	46.1	696	23.2	247	54.2	3,107	59.0	150	35.3	79	56.0
821-990	2,949	31.7	1,149	38.3	153	33.5	1,477	28.1	143	33.6	27	19.2
991-1140	1,366	14.7	764	25.4	41	9.0	450	8.5	96	22.6	15	10.6
1141-1600	685	7.4	395	13.1	14	3.1	220	4.2	36	8.5	20	14.2
N=	9,290		3,004		456		5,264		425		141	
Median Score	850		950		820		800		890		820	
3.5 Years or More												
0-400	4	0.0	0	0.0	0	0.0	4	0.1	0	0.0	0	0.0
401-820	4,273	25.0	696	10.9	308	39.4	2,989	34.3	192	19.6	88	34.6
821-990	5,062	29.5	1,643	25.6	254	32.5	2,838	32.6	269	27.5	56	22.1
991-1140	4,181	24.4	2,039	31.8	149	19.1	1,702	19.5	233	23.9	58	22.8
1141-1600	3,614	21.1	2,033	31.7	70	9.0	1,176	13.5	283	29.0	52	20.5
N=	17,134		6,413		781		8,709		977		254	
Median Score	980		1,060		870		910		1,020		990	

Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					West Texas							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	13	16.0	8	15.7	2	22.2	3	23.1	0	0.0	0	0.0
821-990	40	49.4	26	51.0	6	66.7	7	53.8	1	12.5	0	0.0
991-1140	19	23.5	12	23.5	1	11.1	2	15.4	4	50.0	0	0.0
1141-1600	9	11.1	5	9.8	0	0.0	1	7.7	3	37.5	0	0.0
N=	81		51		9		13		8		0	
Median Score	940		950		910		940		1,130		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	4	57.1	2	50.0	0	0.0	2	100.0	0	0.0	0	0.0
821-990	2	28.6	1	25.0	0	0.0	0	0.0	1	100.0	0	0.0
991-1140	1	14.3	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0
1141-1600	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	7		4		0		2		1		0	
Median Score	720		840		--		610		850		--	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	38	42.2	22	39.3	3	75.0	11	50.0	1	14.3	1	100.0
821-990	28	31.1	19	33.9	1	25.0	4	18.2	4	57.1	0	0.0
991-1140	14	15.6	10	17.9	0	0.0	3	13.6	1	14.3	0	0.0
1141-1600	10	11.1	5	8.9	0	0.0	4	18.2	1	14.3	0	0.0
N=	90		56		4		22		7		1	
Median Score	860		865		775		865		950		770	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	409	29.1	227	23.1	34	56.7	125	44.5	16	26.7	7	35.0
821-990	515	36.6	362	36.7	15	25.0	107	38.1	25	41.6	6	30.0
991-1140	327	23.3	262	26.6	8	13.3	39	13.9	13	21.7	5	25.0
1141-1600	155	11.0	134	13.6	3	5.0	10	3.5	6	10.0	2	10.0
N=	1,406		985		60		281		60		20	
Median Score	910		950		785		860		910		950	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	301	14.3	157	10.4	28	41.2	93	23.7	17	16.7	6	26.1
821-990	531	25.3	358	23.6	22	32.3	126	32.1	22	21.6	3	13.0
991-1140	674	32.1	522	34.5	12	17.7	105	26.7	27	26.4	8	34.8
1141-1600	595	28.3	478	31.5	6	8.8	69	17.5	36	35.3	6	26.1
N=	2,101		1,515		68		393		102		23	
Median Score	1,050		1,060		890		970		1,060		1,100	

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Table 42, continued

ACT**/SAT Score by Years of Math	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
						Upper Rio Grande						
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	42	36.5	3	18.8	2	50.0	32	38.5	5	41.7	0	0.0
821-990	40	34.8	5	31.2	2	50.0	31	37.4	2	16.7	0	0.0
991-1140	26	22.6	6	37.5	0	0.0	16	19.3	4	33.3	0	0.0
1141-1600	7	6.1	2	12.5	0	0.0	4	4.8	1	8.3	0	0.0
N=	115		16		4		83		12		0	
Median Score	880		980		775		870		935		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	9	50.0	0	0.0	1	100.0	7	58.3	0	0.0	1	100.0
821-990	4	22.2	1	25.0	0	0.0	3	25.0	0	0.0	0	0.0
991-1140	4	22.2	2	50.0	0	0.0	2	16.7	0	0.0	0	0.0
1141-1600	1	5.6	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	18		4		1		12		0		1	
Median Score	820		1,075		730		765		--		770	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	49	51.6	5	41.7	5	62.5	37	53.6	0	0.0	2	100.0
821-990	30	31.6	3	25.0	1	12.5	25	36.2	1	25.0	0	0.0
991-1140	14	14.7	4	33.3	2	25.0	6	8.7	2	50.0	0	0.0
1141-1600	2	2.1	0	0.0	0	0.0	1	1.5	1	25.0	0	0.0
N=	95		12		8		69		4		2	
Median Score	820		915		765		820		1,075		695	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	995	45.5	80	19.4	62	51.3	791	52.9	47	34.3	15	65.2
821-990	797	36.4	186	45.0	45	37.2	508	33.9	54	39.4	4	17.4
991-1140	296	13.5	105	25.4	13	10.7	148	10.0	29	21.2	1	4.4
1141-1600	101	4.6	42	10.2	1	0.8	48	3.2	7	5.1	3	13.0
N=	2,189		413		121		1,495		137		23	
Median Score	850		930		820		820		890		820	
3.5 Years or More												
0-400	5	0.2	1	0.2	0	0.0	4	0.2	0	0.0	0	0.0
401-820	749	24.7	49	7.9	27	26.5	643	31.0	25	12.0	5	17.2
821-990	913	30.1	136	21.8	30	29.4	682	32.9	62	29.8	4	13.8
991-1140	790	26.1	213	34.3	28	27.4	484	23.4	55	26.5	10	34.5
1141-1600	575	18.9	222	35.8	17	16.7	260	12.5	66	31.7	10	34.5
N=	3,032		620		102		2,073		208		29	
Median Score	970		1,085		930		910		1,030		1,060	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.

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Table 43: Number* and Percent of Students in Texas by ACT**/SAT Combined Score, Years of Natural Sciences Completed and Race/Ethnicity, 1995-96

ACT**/SAT Score by Years of Natural Sciences	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
None												
0-400	3	0.1	0	0.0	1	0.1	2	0.2	0	0.0	0	0.0
401-820	1,452	32.1	349	16.9	423	57.2	446	45.4	228	31.3	6	60.0
821-990	1,522	33.6	735	35.6	227	30.7	335	34.1	224	30.7	1	10.0
991-1140	946	20.9	606	29.3	68	9.2	148	15.1	123	16.9	1	10.0
1141-1600	605	13.3	377	18.2	21	2.8	51	5.2	154	21.1	2	20.0
N=	4,528		2,067		740		982		729		10	
Median Score	910		980		790		840		920		745	
0.5-1 Year												
0-400	5	0.2	0	0.0	3	0.5	2	0.3	0	0.0	0	0.0
401-820	1,635	57.0	546	41.8	470	76.0	477	72.4	102	46.6	40	64.5
821-990	807	28.2	462	35.3	118	19.1	145	22.0	66	30.1	16	25.8
991-1140	280	9.8	196	15.0	18	2.9	25	3.8	37	16.9	4	6.5
1141-1600	139	4.8	104	7.9	9	1.5	10	1.5	14	6.4	2	3.2
N=	2,866		1,308		618		659		219		62	
Median Score	810		860		720		720		840		770	
1.5-2 Years												
0-400	20	0.1	1	0.0	10	0.4	7	0.2	1	0.1	1	0.4
401-820	8,133	45.2	3,040	31.6	1,811	68.2	2,620	61.3	535	44.9	127	50.8
821-990	5,620	31.3	3,441	35.8	636	24.0	1,128	26.4	360	30.2	55	22.0
991-1140	2,681	14.9	1,970	20.5	133	5.0	360	8.4	185	15.5	33	13.2
1141-1600	1,526	8.5	1,157	12.1	65	2.4	159	3.7	111	9.3	34	13.6
N=	17,980		9,609		2,655		4,274		1,192		250	
Median Score	860		910		770		780		860		820	
2.5-3 Years												
0-400	14	0.0	2	0.0	4	0.1	7	0.1	1	0.0	0	0.0
401-820	14,573	24.4	5,035	14.1	3,075	47.7	5,429	41.6	842	21.3	192	29.8
821-990	19,481	32.6	11,338	31.8	2,261	35.1	4,454	34.2	1,269	32.1	159	24.7
991-1140	14,906	25.0	10,897	30.6	732	11.3	2,083	16.0	1,042	26.3	152	23.6
1141-1600	10,751	18.0	8,367	23.5	377	5.8	1,063	8.1	803	20.3	141	21.9
N=	59,725		35,639		6,449		13,036		3,957		644	
Median Score	960		1,020		840		860		990		990	
3.5 Years or More												
0-400	13	0.0	3	0.0	4	0.1	5	0.1	1	0.0	0	0.0
401-820	6,332	12.4	2,007	6.4	1,277	33.5	2,427	24.2	507	9.2	114	17.7
821-990	12,363	24.2	6,514	20.9	1,223	32.1	3,292	32.9	1,200	22.0	134	20.7
991-1140	15,175	29.7	10,313	33.2	849	22.3	2,445	24.4	1,406	25.6	162	25.1
1141-1600	17,178	33.7	12,271	39.5	459	12.0	1,841	18.4	2,371	43.2	236	36.5
N=	51,061		31,108		3,812		10,010		5,485		646	
Median Score	1,060		1,100		910		960		1,100		1,060	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 44: Number* and Percent of Students in Texas by ACT**/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity, and Metropolitan Status, 1995-96

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City												
None												
0-400	3	0.1	0	0.0	1	0.2	2	0.3	0	0.0	0	0.0
401-820	1,009	33.3	173	14.8	309	55.9	358	46.0	164	31.1	5	100.0
821-990	1,017	33.5	420	35.9	172	31.1	263	33.8	162	30.8	0	0.0
991-1140	613	20.2	357	30.5	54	9.7	115	14.7	87	16.5	0	0.0
1141-1600	392	12.9	220	18.8	17	3.1	41	5.2	114	21.6	0	0.0
N=	3,034		1,170		553		779		527		5	
Median Score	910		990		800		840		920		600	
0.5-1 Year												
0-400	2	0.1	0	0.0	2	0.5	0	0.0	0	0.0	0	0.0
401-820	1,005	57.6	235	36.2	320	76.4	350	72.0	77	50.0	23	67.6
821-990	489	28.1	254	39.1	76	18.1	108	22.2	42	27.3	9	26.5
991-1140	167	9.6	108	16.6	13	3.1	20	4.1	24	15.6	2	5.9
1141-1600	80	4.6	53	8.1	8	1.9	8	1.7	11	7.1	0	0.0
N=	1,743		650		419		486		154		34	
Median Score	790		880		720		740		825		770	
1.5-2 Years												
0-400	14	0.1	1	0.0	6	0.3	5	0.1	1	0.1	1	0.7
401-820	5,026	45.7	1,470	29.2	1,246	66.0	1,859	60.0	376	45.8	75	51.0
821-990	3,372	30.8	1,775	35.3	485	25.7	851	27.5	230	28.0	31	21.1
991-1140	1,650	15.0	1,125	22.4	100	5.3	270	8.7	135	16.5	20	13.6
1141-1600	925	8.4	660	13.1	52	2.7	114	3.7	79	9.6	20	13.6
N=	10,987		5,031		1,889		3,099		821		147	
Median Score	860		920		770		780		850		820	
2.5-3 Years												
0-400	12	0.0	2	0.0	3	0.1	6	0.1	1	0.0	0	0.0
401-820	9,593	25.4	2,465	12.4	2,293	47.8	4,142	41.5	581	21.2	112	28.1
821-990	12,113	32.1	6,084	30.7	1,664	34.7	3,401	34.1	867	31.6	97	24.4
991-1140	9,215	24.4	6,236	31.5	558	11.6	1,602	16.0	718	26.3	101	25.4
1141-1600	6,811	18.1	5,033	25.4	281	5.8	835	8.3	574	20.9	88	22.1
N=	37,744		19,820		4,799		9,986		2,741		398	
Median Score	960		1,030		840		860		990		990	
3.5 Years or More												
0-400	10	0.0	1	0.0	4	0.1	4	0.1	1	0.0	0	0.0
401-820	4,293	13.3	1,039	5.9	992	34.7	1,816	23.8	366	9.6	80	19.5
821-990	7,796	24.1	3,465	19.7	896	31.4	2,518	33.0	829	21.7	88	21.4
991-1140	9,209	28.5	5,612	31.8	628	22.0	1,879	24.6	992	26.0	98	23.8
1141-1600	11,021	34.1	7,498	42.6	338	11.8	1,413	18.5	1,627	42.7	145	35.3
N=	32,329		17,615		2,858		7,630		3,815		411	
Median Score	1,060		1,110		910		970		1,100		1,060	

Table 44, continued

ACT**/SAT Score by Years of Natural Science	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Metropolitan Suburban												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	163	21.9	89	17.5	36	52.9	15	26.8	23	21.3	0	0.0
821-990	251	33.7	172	33.7	19	27.9	22	39.3	37	34.3	1	50.0
991-1140	191	25.7	156	30.6	9	13.2	12	21.4	14	12.9	0	0.0
1141-1600	139	18.7	93	18.2	4	6.0	7	12.5	34	31.5	1	50.0
N=	744		510		68		56		108		2	
Median Score	970		990		815		930		940		1,100	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	200	46.7	122	41.5	50	73.5	15	50.0	10	32.3	3	60.0
821-990	138	32.2	95	32.3	16	23.5	12	40.0	14	45.2	1	20.0
991-1140	61	14.3	51	17.4	2	3.0	2	6.7	6	19.4	0	0.0
1141-1600	29	6.8	26	8.8	0	0.0	1	3.3	1	3.2	1	20.0
N=	428		294		68		30		31		5	
Median Score	850		860		720		825		870		720	
1.5-2 Years												
0-400	1	0.0	0	0.0	1	0.3	0	0.0	0	0.0	0	0.0
401-820	1,077	35.8	653	29.6	191	67.5	142	49.3	72	36.9	19	48.7
821-990	1,043	34.7	809	36.7	69	24.4	82	28.5	72	36.9	11	28.2
991-1140	569	18.9	477	21.6	16	5.7	44	15.3	29	14.9	3	7.7
1141-1600	320	10.6	266	12.1	6	2.1	20	6.9	22	11.3	6	15.4
N=	3,010		2,205		283		288		195		39	
Median Score	900		910		770		845		880		860	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,948	17.5	1,171	13.7	330	42.2	300	30.9	122	16.8	25	22.1
821-990	3,570	32.0	2,684	31.4	289	37.0	346	35.6	225	30.9	26	23.0
991-1140	3,201	28.7	2,640	30.8	100	12.8	221	22.8	211	29.0	29	25.7
1141-1600	2,433	21.8	2,063	24.1	63	8.0	104	10.7	170	23.3	33	29.2
N=	11,152		8,558		782		971		728		113	
Median Score	1,000		1,020		860		910		1,005		1,030	
3.5 Years or More												
0-400	2	0.0	1	0.0	0	0.0	1	0.1	0	0.0	0	0.0
401-820	800	8.3	456	6.3	122	25.6	133	17.2	77	7.0	12	10.5
821-990	2,159	22.3	1,538	21.4	154	32.4	250	32.3	194	17.6	23	20.2
991-1140	3,116	32.2	2,484	34.5	128	26.9	204	26.3	270	24.5	30	26.3
1141-1600	3,595	37.2	2,726	37.8	72	15.1	187	24.1	561	50.9	49	43.0
N=	9,672		7,205		476		775		1,102		114	
Median Score	1,090		1,100		980		1,000		1,150		1,100	

Table 44, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Non-Metropolitan Adjacent												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	169	37.4	63	25.0	39	72.2	39	42.0	27	52.9	1	50.0
821-990	147	32.5	85	33.7	14	25.9	35	37.6	13	25.6	0	0.0
991-1140	88	19.5	63	25.0	1	1.9	16	17.2	7	13.7	1	50.0
1141-1600	48	10.6	41	16.3	0	0.0	3	3.2	4	7.8	0	0.0
N=	452		252		54		93		51		2	
Median Score	880		960		730		860		810		820	
0.5-1 Year												
0-400	2	0.4	0	0.0	0	0.0	2	1.9	0	0.0	0	0.0
401-820	297	64.7	141	57.1	63	81.8	80	76.9	7	38.9	6	46.1
821-990	106	23.1	64	25.9	13	16.9	19	18.3	6	33.3	4	30.8
991-1140	35	7.6	27	10.9	1	1.3	2	1.9	3	16.7	2	15.4
1141-1600	19	4.1	15	6.1	0	0.0	1	1.0	2	11.1	1	7.7
N=	459		247		77		104		18		13	
Median Score	770		820		720		675		870		860	
1.5-2 Years												
0-400	5	0.2	0	0.0	3	1.2	2	0.3	0	0.0	0	0.0
401-820	1,337	51.4	647	40.1	196	78.4	419	71.9	54	48.2	21	48.8
821-990	763	29.3	560	34.7	37	14.8	119	20.4	38	33.9	9	20.9
991-1140	304	11.7	250	15.5	7	2.8	28	4.8	13	11.6	6	14.0
1141-1600	192	7.4	156	9.7	7	2.8	15	2.6	7	6.3	7	16.3
N=	2,601		1,613		250		583		112		43	
Median Score	820		860		720		770		830		860	
2.5-3 Years												
0-400	2	0.0	0	0.0	1	0.2	1	0.1	0	0.0	0	0.0
401-820	2,053	28.9	973	19.9	252	53.8	702	50.3	88	34.1	38	42.2
821-990	2,429	34.2	1,703	34.9	158	33.8	457	32.7	90	34.9	21	23.3
991-1140	1,638	23.1	1,378	28.2	39	8.3	153	11.0	53	20.5	15	16.7
1141-1600	976	13.8	833	17.0	18	3.9	82	5.9	27	10.5	16	17.8
N=	7,098		4,887		468		1,395		258		90	
Median Score	920		990		820		820		910		885	
3.5 Years or More												
0-400	1	0.0	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	833	14.0	350	8.4	78	35.8	360	31.0	33	11.3	12	15.0
821-990	1,553	26.1	996	23.7	75	34.4	367	31.6	100	34.1	15	18.7
991-1140	1,913	32.1	1,500	35.7	39	17.9	268	23.0	80	27.3	26	32.5
1141-1600	1,654	27.8	1,354	32.2	26	11.9	167	14.4	80	27.3	27	33.8
N=	5,954		4,201		218		1,162		293		80	
Median Score	1,040		1,070		900		910		1,030		1,080	

Table 44, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Non-Metropolitan Non-Adjacent												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	111	37.3	24	17.8	39	60.0	34	63.0	14	32.6	0	0.0
821-990	107	35.9	58	43.0	22	33.8	15	27.8	12	27.9	0	0.0
991-1140	54	18.1	30	22.2	4	6.2	5	9.2	15	34.9	0	0.0
1141-1600	26	8.7	23	17.0	0	0.0	0	0.0	2	4.6	1	100.0
N=	298		135		65		54		43		1	
Median Score	880		960		780		775		940		1,320	
0.5-1 Year												
0-400	1	0.4	0	0.0	1	1.9	0	0.0	0	0.0	0	0.0
401-820	133	56.4	48	41.0	37	68.5	32	82.0	8	50.0	8	80.0
821-990	74	31.4	49	41.8	13	24.0	6	15.4	4	25.0	2	20.0
991-1140	17	7.2	10	8.6	2	3.7	1	2.6	4	25.0	0	0.0
1141-1600	11	4.7	10	8.6	1	1.9	0	0.0	0	0.0	0	0.0
N=	236		117		54		39		16		10	
Median Score	820		860		755		750		825		720	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	693	50.1	270	35.5	178	76.4	200	65.8	33	51.6	12	57.1
821-990	442	32.0	297	39.1	45	19.3	76	25.0	20	31.2	4	19.1
991-1140	158	11.4	118	15.5	10	4.3	18	5.9	8	12.5	4	19.1
1141-1600	89	6.4	75	9.9	0	0.0	10	3.3	3	4.7	1	4.7
N=	1,382		760		233		304		64		21	
Median Score	820		870		740		770		815		820	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	979	26.2	426	17.9	200	50.0	285	41.7	51	22.2	17	39.5
821-990	1,369	36.8	867	36.5	150	37.5	250	36.6	87	37.8	15	34.9
991-1140	852	22.8	643	27.1	35	8.7	107	15.6	60	26.1	7	16.3
1141-1600	531	14.2	438	18.5	15	3.8	42	6.1	32	13.9	4	9.3
N=	3,731		2,374		400		684		230		43	
Median Score	930		990		825		860		950		910	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	406	13.1	162	7.7	85	32.7	118	26.5	31	11.3	10	24.4
821-990	855	27.5	515	24.7	98	37.7	157	35.4	77	28.0	8	19.5
991-1140	937	30.2	717	34.4	54	20.8	94	21.2	64	23.3	8	19.5
1141-1600	908	29.2	693	33.2	23	8.8	74	16.7	103	37.4	15	36.6
N=	3,106		2,087		260		443		275		41	
Median Score	1,040		1,070		895		940		1,060		1,060	

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*Values may not sum to state total due to missing values for some variables for some cases.

*ACT Scores are adjusted to SAT Standard

Table 45: Number* and Percent of Students in Texas by ACT**/SAT Combined Score by Years of Natural Sciences Completed, Race/Ethnicity and Economic Region, 1995-96

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					High Plains							
None												
0-400	1	0.8	0	0.0	0	0.0	1	4.2	0	0.0	0	0.0
401-820	29	22.5	12	14.1	4	50.0	9	37.5	3	30.0	1	50.0
821-990	52	40.3	38	44.7	3	37.5	8	33.3	3	30.0	0	0.0
991-1140	31	24.0	23	27.1	1	12.5	5	20.8	2	20.0	0	0.0
1141-1600	16	12.4	12	14.1	0	0.0	1	4.2	2	20.0	1	50.0
N=	129		85		8		24		10		2	
Median Score	930		950		840		880		935		930	
0.5-1 Year												
0-400	1	0.7	0	0.0	0	0.0	1	3.2	0	0.0	0	0.0
401-820	83	53.9	48	46.6	7	77.8	22	71.0	4	50.0	2	66.7
821-990	54	35.1	41	39.8	2	22.2	7	22.6	3	37.5	1	33.3
991-1140	7	4.5	6	5.8	0	0.0	1	3.2	0	0.0	0	0.0
1141-1600	9	5.8	8	7.8	0	0.0	0	0.0	1	12.5	0	0.0
N=	154		103		9		31		8		3	
Median Score	820		850		720		720		830		820	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	411	45.4	234	37.0	45	71.4	109	64.9	14	46.6	9	75.0
821-990	277	30.6	213	33.7	14	22.2	40	23.8	9	30.0	1	8.3
991-1140	127	14.0	105	16.6	1	1.6	14	8.3	5	16.7	2	16.7
1141-1600	90	10.0	80	12.7	3	4.8	5	3.0	2	6.7	0	0.0
N=	905		632		63		168		30		12	
Median Score	860		910		770		785		840		820	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	598	21.4	343	15.9	57	56.4	168	42.8	18	18.4	12	28.6
821-990	919	32.9	694	32.0	33	32.7	133	33.8	46	46.9	13	30.9
991-1140	772	27.6	675	31.2	6	6.0	62	15.8	22	22.5	7	16.7
1141-1600	508	18.1	451	20.9	5	4.9	30	7.6	12	12.2	10	23.8
N=	2,797		2,163		101		393		98		42	
Median Score	990		1,010		810		860		950		910	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	248	11.6	124	7.7	27	43.6	81	27.8	14	9.7	2	6.7
821-990	526	24.7	367	23.0	21	33.9	95	32.5	35	24.1	8	26.7
991-1140	716	33.6	587	36.6	9	14.5	71	24.3	40	27.6	9	30.0
1141-1600	641	30.1	524	32.7	5	8.0	45	15.4	56	38.6	11	36.6
N=	2,131		1,602		62		292		145		30	
Median Score	1,060		1,070		860		910		1,070		1,100	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Northwest							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	36	35.6	19	30.1	9	52.9	5	62.5	3	23.1	0	0.0
821-990	37	36.7	20	31.8	6	35.3	3	37.5	8	61.5	0	0.0
991-1140	20	19.8	16	25.4	2	11.8	0	0.0	2	15.4	0	0.0
1141-1600	8	7.9	8	12.7	0	0.0	0	0.0	0	0.0	0	0.0
N=	101		63		17		8		13		0	
Median Score	900		950		780		795		870		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	53	60.0	46	58.2	4	80.0	3	100.0	0	0.0	0	0.0
821-990	28	30.1	23	29.1	0	0.0	0	0.0	5	83.3	0	0.0
991-1140	8	8.6	6	7.6	1	20.0	0	0.0	1	16.7	0	0.0
1141-1600	4	4.3	4	5.1	0	0.0	0	0.0	0	0.0	0	0.0
N=	93		79		5		3		6		0	
Median Score	820		820		720		600		950		--	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	241	40.4	161	34.9	31	79.5	33	55.0	11	39.3	5	55.6
821-990	217	36.3	180	39.1	6	15.4	18	30.0	11	39.3	2	22.2
991-1140	89	14.9	76	16.5	2	5.1	7	11.7	3	10.7	1	11.1
1141-1600	50	8.4	44	9.5	0	0.0	2	3.3	3	10.7	1	11.1
N=	597		461		39		60		28		9	
Median Score	860		900		770		820		865		820	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	443	21.9	310	18.6	47	52.2	53	33.1	28	34.2	5	18.5
821-990	712	35.2	590	35.4	24	26.7	60	37.5	28	34.2	10	37.1
991-1140	515	25.4	449	27.0	12	13.3	30	18.8	18	21.9	6	22.2
1141-1600	354	17.5	316	19.0	7	7.8	17	10.6	8	9.7	6	22.2
N=	2,024		1,665		90		160		82		27	
Median Score	970		990		820		890		890		990	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	130	8.9	98	7.9	9	29.0	13	12.9	7	10.0	3	15.8
821-990	344	23.5	269	21.7	12	38.7	40	39.6	17	24.3	6	31.6
991-1140	486	33.3	419	33.8	7	22.6	35	34.6	22	31.4	3	15.8
1141-1600	501	34.3	454	36.6	3	9.7	13	12.9	24	34.3	7	36.8
N=	1,461		1,240		31		101		70		19	
Median Score	1,060		1,090		910		990		1,055		1,030	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Metroplex							
None												
0-400	1	0.1	0	0.0	1	0.4	0	0.0	0	0.0	0	0.0
401-820	382	30.0	100	15.5	164	61.4	56	42.7	62	26.7	0	0.0
821-990	413	32.4	222	34.5	72	27.0	42	32.1	77	33.2	0	0.0
991-1140	280	22.0	204	31.7	19	7.1	22	16.8	35	15.1	0	0.0
1141-1600	198	15.5	118	18.3	11	4.1	11	8.4	58	25.0	0	0.0
N=	1,274		644		267		131		232			
Median Score	930		995		760		850		930		--	
0.5-1 Year												
0-400	2	0.3	0	0.0	2	1.2	0	0.0	0	0.0	0	0.0
401-820	321	50.7	130	39.2	121	72.0	43	64.2	20	37.0	7	58.3
821-990	186	29.4	108	32.5	35	20.8	21	31.3	19	35.2	3	25.0
991-1140	83	13.1	65	19.6	6	3.6	1	1.5	9	16.7	2	16.7
1141-1600	41	6.5	29	8.7	4	2.4	2	3.0	6	11.1	0	0.0
N=	633		332		168		67		54		12	
Median Score	820		860		750		810		850		795	
1.5-2 Years												
0-400	2	0.0	0	0.0	1	0.1	0	0.0	0	0.0	1	2.3
401-820	1,595	38.3	729	27.5	509	69.1	184	48.3	156	44.2	17	39.5
821-990	1,391	33.4	966	36.4	176	23.9	124	32.5	111	31.4	14	32.6
991-1140	759	18.2	613	23.1	35	4.7	51	13.4	56	15.9	4	9.3
1141-1600	420	10.1	345	13.0	16	2.2	22	5.8	30	8.5	7	16.3
N=	4,167		2,653		737		381		353		43	
Median Score	880		920		760		840		860		860	
2.5-3 Years												
0-400	3	0.0	0	0.0	2	0.1	0	0.0	1	0.1	0	0.0
401-820	2,928	19.6	1,270	12.1	1,013	49.7	349	30.2	261	23.1	35	24.6
821-990	4,569	30.5	3,120	29.7	684	33.5	411	35.6	330	29.2	24	16.9
991-1140	4,150	27.7	3,334	31.7	218	10.7	266	23.0	292	25.8	40	28.2
1141-1600	3,328	22.2	2,786	26.5	123	6.0	130	11.2	246	21.8	43	30.3
N=	14,978		10,510		2,040		1,156		1,130		142	
Median Score	990		1,030		830		910		990		1,060	
3.5 Years or More												
0-400	5	0.0	1	0.0	3	0.3	1	0.1	0	0.0	0	0.0
401-820	1,277	10.5	496	5.9	457	39.6	158	18.5	143	9.5	23	15.4
821-990	2,629	21.7	1,662	19.6	347	30.1	270	31.5	322	21.4	28	18.8
991-1140	3,566	29.4	2,711	32.1	217	18.8	216	25.2	387	25.8	35	23.5
1141-1600	4,638	38.4	3,583	42.4	129	11.2	212	24.7	651	43.3	63	42.3
N=	12,115		8,453		1,153		857		1,503		149	
Median Score	1,090		1,110		870		990		1,110		1,100	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Upper East Texas												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	54	33.5	17	17.7	30	68.2	0	0.0	6	42.9	1	100.0
821-990	47	29.2	28	29.2	12	27.3	4	66.7	3	21.4	0	0.0
991-1140	36	22.4	27	28.1	2	4.5	2	33.3	5	35.7	0	0.0
1141-1600	24	14.9	24	25.0	0	0.0	0	0.0	0	0.0	0	0.0
N=	161		96		44		6		14		1	
Median Score	920		1,005		720		965		920		540	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	109	63.7	50	52.1	48	90.6	3	50.0	3	42.8	5	55.6
821-990	42	24.5	30	31.2	5	9.4	3	50.0	1	14.3	3	33.3
991-1140	10	5.9	7	7.3	0	0.0	0	0.0	2	28.6	1	11.1
1141-1600	10	5.9	9	9.4	0	0.0	0	0.0	1	14.3	0	0.0
N=	171		96		53		6		7		9	
Median Score	770		820		710		795		880		820	
1.5-2 Years												
0-400	2	0.2	0	0.0	1	0.5	0	0.0	1	3.0	0	0.0
401-820	473	48.6	282	40.6	149	79.3	17	54.9	13	38.2	12	48.0
821-990	301	31.0	245	35.2	29	15.4	8	25.8	13	38.2	6	24.0
991-1140	120	12.3	104	15.0	5	2.7	5	16.1	3	8.8	3	12.0
1141-1600	77	7.9	64	9.2	4	2.1	1	3.2	4	11.8	4	16.0
N=	973		695		188		31		34		25	
Median Score	850		860		720		820		875		860	
2.5-3 Years												
0-400	2	0.1	0	0.0	2	0.5	0	0.0	0	0.0	0	0.0
401-820	607	23.5	353	17.6	191	50.9	23	29.1	24	29.6	16	34.1
821-990	847	32.7	661	33.0	124	33.1	25	31.6	23	28.4	14	29.8
991-1140	723	27.9	626	31.2	37	9.9	22	27.9	26	32.1	12	25.5
1141-1600	408	15.8	365	18.2	21	5.6	9	11.4	8	9.9	5	10.6
N=	2,587		2,005		375		79		81		47	
Median Score	980		990		820		920		940		910	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	213	10.1	112	6.5	69	36.1	13	21.0	14	15.2	5	17.2
821-990	489	23.2	378	21.8	56	29.3	23	37.1	23	25.0	9	31.1
991-1140	741	35.2	646	37.3	47	24.6	16	25.8	27	29.4	5	17.2
1141-1600	662	31.5	595	34.4	19	10.0	10	16.1	28	30.4	10	34.5
N=	2,105		1,731		191		62		92		29	
Median Score	1,060		1,100		910		982		1,050		1,060	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
	Southeast Texas											
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	131	38.7	41	24.6	54	59.3	20	57.1	16	34.8	0	0.0
821-990	108	31.9	54	32.3	29	31.9	10	28.6	15	32.6	0	0.0
991-1140	69	20.3	50	29.9	6	6.6	4	11.4	9	19.6	0	0.0
1141-1600	31	9.1	22	13.2	2	2.2	1	2.9	6	13.0	0	0.0
N=	339		167		91		35		46		0	
Median Score	880		970		790		810		390		--	
0.5-1 Year												
0-400	1	0.5	0	0.0	1	1.3	0	0.0	0	0.0	0	0.0
401-820	109	54.8	28	32.2	57	74.0	12	80.0	10	58.8	2	66.7
821-990	66	33.2	41	47.1	16	20.8	3	20.0	5	29.4	1	33.3
991-1140	15	7.5	11	12.6	2	2.6	0	0.0	2	11.8	0	0.0
1141-1600	8	4.0	7	8.1	1	1.3	0	0.0	0	0.0	0	0.0
N=	199		87		77		15		17		3	
Median Score	820		890		750		750		780		600	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	516	50.5	198	36.3	215	76.8	60	52.6	40	51.3	3	75.0
821-990	339	33.2	219	40.1	53	18.9	44	38.6	22	28.2	1	25.0
991-1140	117	11.4	88	16.1	11	3.9	6	5.3	12	15.4	0	0.0
1141-1600	50	4.9	41	7.5	1	0.4	4	3.5	4	5.1	0	0.0
N=	1,022		546		280		114		78		4	
Median Score	820		870		730		810		820		795	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	754	25.9	305	17.2	299	50.4	93	32.6	54	22.3	3	30.0
821-990	1,135	39.1	694	39.1	232	39.1	118	41.4	91	37.6	0	0.0
991-1140	627	21.6	463	26.1	49	8.3	50	17.6	63	26.0	2	20.0
1141-1600	389	13.4	313	17.6	13	2.2	24	8.4	34	14.1	5	50.0
N=	2,905		1,775		593		285		242		10	
Median Score	930		970		820		880		955		1,155	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	328	13.3	132	8.5	129	33.9	29	15.3	35	11.1	3	21.4
821-990	722	29.3	416	26.7	139	36.5	77	40.5	85	26.8	5	35.7
991-1140	707	28.8	501	32.1	79	20.7	46	24.2	79	24.9	2	14.3
1141-1600	704	28.6	510	32.7	34	8.9	38	20.0	118	37.2	4	28.6
N=	2,461		1,559		381		190		317		14	
Median Score	1,030		1,060		890		980		1,070		990	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Gulf Coast							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	279	28.2	71	15.4	80	50.7	53	40.5	72	30.7	3	75.0
821-990	330	33.4	156	33.9	56	35.4	46	35.1	71	30.2	1	25.0
991-1140	215	21.8	138	30.0	18	11.4	22	16.8	37	15.7	0	0.0
1141-1600	164	16.6	95	20.7	4	2.5	10	7.6	55	23.4	0	0.0
N=	988		460		158		131		235		4	
Median Score	935		1,000		820		860		930		745	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	325	53.5	88	36.4	147	72.8	55	59.8	31	48.4	4	57.1
821-990	189	31.1	96	39.7	45	22.3	25	27.2	21	32.8	2	28.6
991-1140	67	11.1	38	15.7	8	3.9	9	9.8	12	18.8	0	0.0
1141-1600	26	4.3	20	8.2	2	1.0	3	3.2	0	0.0	1	14.3
N=	607		242		202		92		64		7	
Median Score	820		880		730		770		840		820	
1.5-2 Years												
0-400	5	0.1	0	0.0	5	0.6	0	0.0	0	0.0	0	0.0
401-820	1,604	41.5	565	28.3	558	63.1	333	53.4	130	41.3	18	36.0
821-990	1,251	32.3	705	35.3	240	27.1	191	30.6	98	31.1	17	34.0
991-1140	646	16.7	460	23.1	50	5.7	75	12.0	55	17.4	6	12.0
1141-1600	362	9.4	265	13.3	31	3.5	25	4.0	32	10.2	9	18.0
N=	3,868		1,995		884		624		315		50	
Median Score	860		920		770		820		860		860	
2.5-3 Years												
0-400	2	0.0	2	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	2,552	20.1	967	12.6	818	43.3	527	30.8	220	17.5	20	17.2
821-990	4,157	32.8	2,376	30.9	693	36.7	677	39.5	376	29.9	35	30.2
991-1140	3,301	26.1	2,328	30.2	245	13.0	338	19.7	357	28.4	33	28.5
1141-1600	2,657	21.0	2,021	26.3	133	7.0	171	10.0	304	24.2	28	24.1
N=	12,669		7,694		1,889		1,713		1,257		116	
Median Score	990		1,030		860		910		1,010		1,030	
3.5 Years or More												
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.1	0	0.0
401-820	1,140	9.4	407	5.5	355	29.2	213	16.2	145	6.9	20	13.3
821-990	2,619	21.6	1,409	19.2	383	31.5	396	30.2	404	19.4	27	17.9
991-1140	3,650	30.2	2,388	32.5	308	25.3	397	30.3	518	24.8	39	25.8
1141-1600	4,696	38.8	3,139	42.8	170	14.0	305	23.3	1,017	48.8	65	43.0
N=	12,106		7,343		1,216		1,311		2,085		151	
Median Score	1,100		1,120		940		1,020		1,140		1,100	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Central Texas							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	101	26.6	39	17.7	33	55.0	11	25.6	18	33.3	0	0.0
821-990	121	31.8	77	34.8	17	28.4	16	37.2	11	20.4	0	0.0
991-1140	81	21.3	52	23.5	8	13.3	11	25.6	9	16.7	1	50.0
1141-1600	77	20.3	53	24.0	2	3.3	5	11.6	16	29.6	1	50.0
N=	380		221		60		43		54		2	
Median Score	940		990		810		910		940		1,155	
0.5-1 Year												
0-400	1	0.4	0	0.0	0	0.0	1	2.7	0	0.0	0	0.0
401-820	141	52.2	63	41.7	46	86.8	18	48.7	11	47.8	3	50.0
821-990	71	26.3	47	31.1	6	11.3	11	29.7	5	21.8	2	33.3
991-1140	38	14.1	28	18.6	1	1.9	4	10.8	4	17.4	1	16.7
1141-1600	19	7.0	13	8.6	0	0.0	3	8.1	3	13.0	0	0.0
N=	270		151		53		37		23		6	
Median Score	820		860		720		810		850		840	
1.5-2 Years												
0-400	2	0.1	0	0.0	2	1.1	0	0.0	0	0.0	0	0.0
401-820	578	39.3	313	31.9	118	65.6	96	50.0	42	42.8	9	40.9
821-990	479	32.5	334	34.1	44	24.4	67	34.9	28	28.6	6	27.3
991-1140	265	18.0	212	21.6	11	6.1	22	11.4	15	15.3	5	22.7
1141-1600	148	10.1	121	12.4	5	2.8	7	3.7	13	13.3	2	9.1
N=	1,472		980		180		192		98		22	
Median Score	870		910		770		825		865		910	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,124	20.4	562	14.2	291	50.6	201	35.2	60	18.5	10	17.5
821-990	1,737	31.6	1,229	30.8	194	33.7	195	34.1	104	32.0	15	26.3
991-1140	1,492	27.1	1,336	30.9	59	10.3	106	18.6	83	25.5	18	31.6
1141-1600	1,149	20.9	957	24.1	31	5.4	69	12.1	78	24.0	14	24.6
N=	5,502		3,974		575		571		325		57	
Median Score	990		1,030		820		900		990		1,030	
3.5 Years or More												
0-400	3	0.1	2	0.0	1	0.3	0	0.0	0	0.0	0	0.0
401-820	436	8.6	227	6.0	93	30.6	87	17.2	25	6.4	4	7.3
821-990	1,144	22.6	788	20.7	108	35.5	160	31.7	80	20.5	8	14.6
991-1140	1,583	31.3	1,270	33.4	62	20.4	128	25.4	104	26.6	19	34.5
1141-1600	1,894	37.4	1,518	39.9	40	13.2	130	25.7	182	46.5	24	43.6
N=	5,060		3,805		304		505		391		55	
Median Score	1,090		1,100		910		1,000		1,140		1,100	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					South Texas							
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	324	38.5	35	14.3	39	52.0	209	48.4	40	44.9	1	100.0
821-990	295	35.0	94	38.4	24	32.0	153	35.4	24	27.0	0	0.0
991-1140	154	18.3	77	31.4	10	13.3	54	12.5	13	14.6	0	0.0
1141-1600	69	8.2	39	15.9	2	2.7	16	3.7	12	13.5	0	0.0
N=	842		245		75		432		89		1	
Median Score	880		990		820		840		870		600	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	381	69.9	67	45.6	30	76.9	250	80.7	20	64.5	14	77.8
821-990	121	22.2	51	34.7	8	20.5	54	17.4	5	16.1	3	16.7
991-1140	28	5.1	19	12.9	0	0.0	6	1.9	3	9.7	0	0.0
1141-1600	26	2.8	10	6.8	1	2.6	0	0.0	3	9.7	1	5.5
N=	545		147		39		310		31		18	
Median Score	740		850		720		720		780		695	
1.5-2 Years												
0-400	8	0.2	0	0.0	1	0.4	7	0.3	0	0.0	0	0.0
401-820	2,156	57.0	392	34.0	146	65.5	1,479	69.0	95	50.0	44	65.7
821-990	988	26.1	406	35.2	60	26.9	466	21.6	50	26.3	6	9.0
991-1140	388	10.4	215	18.6	13	5.8	126	5.9	26	13.7	8	11.9
1141-1600	240	6.3	141	12.2	3	1.4	68	3.2	19	10.0	9	13.4
N=	3,780		1,154		223		2,146		190		67	
Median Score	805		910		770		770		825		770	
2.5-3 Years												
0-400	6	0.1	0	0.0	0	0.0	6	0.1	0	0.0	0	0.0
401-820	4,271	35.5	673	16.1	275	46.2	3,110	47.5	138	26.3	75	45.2
821-990	3,929	32.7	1,426	34.0	206	34.6	2,072	31.7	184	35.1	41	24.7
991-1140	2,357	19.6	1,250	29.8	78	13.1	878	13.4	125	23.9	26	15.6
1141-1600	1,455	12.1	840	20.1	36	6.1	478	7.3	77	14.7	24	14.5
N=	12,018		4,189		595		6,544		524		166	
Median Score	900		990		840		840		930		860	
3.5 Years or More												
0-400	2	0.0	0	0.0	0	0.0	2	0.1	0	0.0	0	0.0
401-820	2,034	19.5	317	7.9	118	31.0	1,456	27.9	97	14.4	46	29.1
821-990	3,014	28.9	924	23.0	129	33.8	1,745	33.5	181	26.9	35	22.1
991-1140	2,784	26.7	1,332	33.1	91	23.9	1,148	22.0	175	26.1	38	24.1
1141-1600	2,608	24.9	1,447	36.0	43	11.3	860	16.5	219	32.6	39	24.7
N=	10,442		4,020		381		5,211		672		158	
Median Score	1,010		1,090		910		930		1,040		990	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
West Texas												
None												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	15	16.3	7	13.7	3	33.3	5	26.3	0	0.0	0	0.0
821-990	46	50.0	31	60.8	5	55.6	5	26.3	5	38.5	0	0.0
991-1140	21	22.8	8	15.7	1	11.1	7	36.9	5	38.5	0	0.0
1141-1600	10	10.9	5	9.8	0	0.0	2	10.5	3	23.0	0	0.0
N=	92		51		9		19		13		0	
Median Score	940		920		870		990		1,120		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	57	55.4	23	39.6	6	100.0	22	73.3	3	50.0	3	100.0
821-990	26	25.1	21	36.2	0	0.0	4	13.3	1	16.7	0	0.0
991-1140	15	14.6	11	19.0	0	0.0	2	6.7	2	33.3	0	0.0
1141-1600	5	4.9	3	5.2	0	0.0	2	6.7	0	0.0	0	0.0
N=	103		58		6		30		6		3	
Median Score	820		890		565		735		850		600	
1.5-2 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	269	42.6	142	34.9	24	72.7	83	54.3	15	55.6	5	45.4
821-990	201	31.9	140	34.4	5	15.1	46	30.0	8	29.6	2	18.2
991-1140	101	16.0	80	19.7	2	6.1	15	9.8	2	7.4	2	18.2
1141-1600	60	9.5	45	11.0	2	6.1	9	5.9	2	7.4	2	18.2
N=	631		407		33		153		27		11	
Median Score	860		910		750		820		820		990	
2.5-3 Years												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	314	19.2	183	15.5	29	42.0	92	30.3	6	10.0	4	30.7
821-990	550	33.9	377	32.0	26	37.7	118	39.0	26	43.3	3	23.1
991-1140	485	29.9	390	33.0	9	13.0	66	21.7	16	26.7	4	30.8
1141-1600	276	17.0	230	19.5	5	7.3	27	9.0	12	20.0	2	15.4
N=	1,625		1,180		69		303		60		13	
Median Score	990		1,010		860		910		980		990	
3.5 Years or More												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	110	9.0	61	6.7	5	20.9	32	15.5	10	13.9	2	11.8
821-990	290	23.6	194	21.3	8	33.3	71	34.5	13	18.0	4	23.5
991-1140	413	33.6	318	35.0	9	37.5	59	28.6	20	27.8	7	41.2
1141-1600	416	33.8	337	37.0	2	8.3	44	21.4	29	40.3	4	23.5
N=	1,229		910		24		206		72		17	
Median Score	1,070		1,100		990		995		1,092		1,100	

Table 45, continued

ACT**/SAT Score by Years of Natural Science	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Upper Rio Grande												
None												
0-400	1	0.4	0	0.0	0	0.0	1	0.6	0	0.0	0	0.0
401-820	101	45.5	8	22.9	7	63.6	78	51.0	8	34.8	0	0.0
821-990	73	32.9	15	42.8	3	27.3	48	31.4	7	30.4	0	0.0
991-1140	39	17.6	11	31.4	1	9.1	21	13.7	6	26.1	0	0.0
1141-1600	8	3.6	1	2.9	0	0.0	5	3.3	2	8.7	0	0.0
N=	222		35		11		153		23		0	
Median Score	840		930		790		810		870		--	
0.5-1 Year												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	56	61.5	3	23.1	4	66.6	49	72.1	0	0.0	0	0.0
821-990	24	26.4	4	30.8	1	16.7	17	25.0	1	33.3	1	100.0
991-1140	9	9.9	5	38.4	0	0.0	2	2.9	2	66.7	0	0.0
1141-1600	2	2.2	1	7.7	1	16.7	0	0.0	0	0.0	0	0.0
N=	91		13		6		68		3		1	
Median Score	780		990		785		745		1,040		860	
1.5-2 Years												
0-400	1	0.2	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0
401-820	290	51.3	24	27.9	16	57.2	226	55.8	19	48.7	5	71.4
821-990	176	31.2	33	38.4	9	32.1	124	30.6	10	25.7	0	0.0
991-1140	69	12.2	17	19.8	3	10.7	39	9.6	8	20.5	2	28.6
1141-1600	29	5.1	11	12.8	0	0.0	16	4.0	2	5.1	0	0.0
N=	565		86		28		405		39		7	
Median Score	820		915		805		810		830		770	
2.5-3 Years												
0-400	1	0.1	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
401-820	982	37.5	69	14.3	55	45.1	813	44.4	33	20.9	12	49.9
821-990	926	35.3	171	35.3	45	36.9	645	35.2	61	38.6	4	16.7
991-1140	484	18.5	156	32.2	19	15.6	265	14.5	40	25.3	4	16.7
1141-1600	227	8.6	88	18.2	3	2.4	108	5.9	24	15.2	4	16.7
N=	2,620		484		122		1,832		158		24	
Median Score	880		1,000		840		860		950		840	
3.5 Years or More												
0-400	2	0.1	0	0.0	0	0.0	2	0.2	0	0.0	0	0.0
401-820	416	21.3	33	7.4	15	21.7	345	27.1	17	12.3	6	25.0
821-990	586	30.1	107	24.0	20	29.0	415	32.5	40	29.0	4	16.7
991-1140	529	27.1	141	31.7	20	29.0	329	25.8	34	24.6	5	20.8
1141-1600	418	21.4	164	36.9	14	20.3	184	14.4	47	34.1	9	37.5
N=	1,951		445		69		1,275		138		24	
Median Score	990		1,080		990		940		1,030		1,030	

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*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard

Table 46: Number* and Percent of Students in Texas by ACT** Score, High School Course Description and Race/Ethnicity, 1995-96

ACT Score** by High School Course	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Business or Commercial Coursework:												
0-400	4	0.2	0	0.0	0	0.0	4	0.7	0	0.0	0	0.0
401-820	1,146	55.4	276	35.1	359	73.7	424	68.6	50	44.6	37	58.7
821-990	511	24.7	264	33.5	85	17.5	116	18.8	33	29.5	13	20.6
991-1140	214	10.4	138	17.5	19	3.9	36	5.8	13	11.6	8	12.7
1141-1600	192	9.3	109	13.9	24	4.9	38	6.2	16	14.3	5	8.0
N=	2,067		787		487		618		112		63	
Median	820		910		770		770		860		820	
Vocational-Occupational Coursework:												
0-400	3	0.1	0	0.0	0	0.0	2	0.2	0	0.0	1	1.2
401-820	1,991	57.2	725	44.5	411	73.9	712	70.1	94	48.2	49	58.4
821-990	803	23.1	454	27.9	102	18.3	179	17.6	49	25.1	19	22.6
991-1140	347	10.0	231	14.2	26	4.7	57	5.6	25	12.8	8	9.5
1141-1600	335	9.6	218	13.4	17	3.1	66	6.5	27	13.9	7	8.3
N=	3,479		1,628		556		1,016		195		84	
Median	820		860		720		770		860		820	
College Preparatory Coursework:												
0-400	23	0.1	4	0.0	11	0.4	6	0.1	2	0.1	0	0.0
401-820	6,634	20.3	23,72	11.7	1,244	46.0	2,540	38.1	288	14.2	190	17.8
821-990	8,120	24.9	4,774	23.7	740	27.4	1,832	27.4	519	25.6	255	23.9
991-1140	9,220	28.2	6,727	33.4	383	14.1	1,240	18.6	599	29.5	271	25.5
1141-1600	8,637	26.5	6,288	31.2	326	12.1	1,053	15.8	621	30.6	349	32.8
N=	32,634		20,165		2704		6,671		2,029		1,065	
Median	1,030		1,060		860		910		1,060		1,060	
Other or General Coursework:												
0-400	18	0.1	2	0.0	5	0.4	9	0.2	1	0.1	1	0.3
401-820	5,813	44.6	2,189	30.7	948	70.2	2,198	63.7	283	39.1	198	49.6
821-990	3,522	27.0	2,235	31.4	250	18.5	768	22.3	191	26.4	78	19.6
991-1140	2,021	15.5	1,500	21.1	74	5.5	233	6.8	142	19.6	72	18.1
1141-1600	1,665	12.8	1,192	16.8	73	5.4	243	7.0	107	14.8	50	12.5
N=	13,039		7,118		1,350		3,448		724		399	
Median	860		910		770		770		910		860	
Total	51,219		29,698		5,097		11,753		3,060		1,611	

*Values may not sum to state total due to missing values for some variables for some cases.

**ACT Scores are adjusted to SAT Standard.

Table 47: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Participation Rate in Extracurricular Activities, and Race/Ethnicity, 1995-96

ACT*/SAT Score by Percent Extracurricular Activity Participation	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
None												
0-400	12	0.1	1	0.0	4	0.3	3	0.1	0	0.0	4	0.2
401-820	4,621	41.0	726	22.7	824	62.4	1,405	52.4	585	36.7	1,081	43.6
821-990	3,627	32.2	1,195	37.3	377	28.5	933	34.8	536	33.7	586	23.7
991-1140	1,889	16.7	834	26.1	89	6.8	270	10.1	289	18.1	407	16.4
1141-1600	1,124	10.0	444	13.9	27	2.0	69	2.6	184	11.5	400	16.1
N=	11,273		3,200		1,321		2,680		1,594		2,478	
Median Score	860		950		780		820		890		860	
Less than 10%												
0-400	14	0.0	1	0.0	2	0.1	10	0.1	1	0.0	0	0.0
401-820	10,504	31.4	3,187	19.3	2,046	54.0	3,937	47.6	1,197	25.8	137	53.1
821-990	11,439	34.2	5,890	35.7	1,212	32.0	2,791	33.8	1,494	32.2	52	20.2
991-1140	7,086	21.2	4,560	27.6	382	10.1	1,058	12.8	1,054	22.8	32	12.4
1141-1600	4,417	13.2	2,873	17.4	146	3.8	472	5.7	889	19.2	37	14.3
N=	33,460		16,511		3,788		8,268		4,635		258	
Median Score	910		980		810		840		950		820	
10% to 25%												
0-400	28	0.0	5	0.0	11	0.2	8	0.0	2	0.1	2	0.2
401-820	14,019	23.1	5,349	14.4	2,964	50.0	4,732	38.1	709	16.3	265	31.8
821-990	17,646	29.0	10,538	28.3	1,833	30.9	3,901	31.4	1,174	27.0	200	24.0
991-1140	15,495	25.5	11,153	29.9	728	12.3	2,317	18.6	1,110	25.5	187	22.5
1141-1600	13,600	22.4	10,203	27.4	390	6.6	1,476	11.9	1,352	31.1	179	21.5
N=	60,788		37,248		5,926		12,434		4,347		833	
Median Score	990		1030		820		890		1,030		990	
26% to 99%												
0-400	10	0.0	0	0.0	5	0.2	4	0.0	1	0.0	0	0.0
401-820	4,850	13.6	1,813	7.8	1,272	38.4	1,412	24.7	248	8.3	105	18.3
821-990	8,440	23.6	4,967	21.5	1,058	31.9	1,762	30.8	533	17.7	120	20.9
991-1140	10,471	29.3	7,518	32.5	611	18.4	1,430	25.0	768	25.6	144	25.0
1141-1600	11,984	33.5	8,835	38.2	369	11.1	1,120	19.5	1,454	48.4	206	35.8
N=	35,755		23,133		3,315		5,728		3,004		575	
Median Score	1,060		1,100		880		980		1,140		1,060	
100%												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	2	33.3	1	50.0	0	0.0	1	100.0	0	0.0	0	0.0
821-990	2	33.3	1	50.0	0	0.0	0	0.0	0	0.0	1	100.0
991-1140	1	16.7	0	0.0	0	0.0	0	0.0	0	100.0	0	0.0
1141-1600	1	16.7	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
N=	6		2		1		1		1		1	
Median Score	925		795		1,320		540		1,060		860	

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*ACT Scores are adjusted to SAT Standard.

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Table 48: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Work Experience and Race/Ethnicity, 1995-96

ACT*/SAT Score By Work Experience	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
No Work Experience												
0-400	23	0.0	1	0.0	7	0.1	10	0.1	1	0.1	4	0.1
401-820	16,143	24.0	4,017	12.0	3,371	47.6	5,767	37.5	1,800	20.5	1,188	42.4
821-990	20,269	30.1	9,526	28.7	2,344	33.1	5,298	34.4	2,444	27.9	657	23.5
991-1140	16,115	24.0	9,928	30.0	959	13.5	2,800	18.2	1,947	22.1	481	17.2
1141-1600	14,709	21.9	9,734	29.3	405	5.7	1,515	9.8	2,584	29.4	471	16.8
N=	67,259		33,206		7,086		15,390		8,776		2,801	
Median Score	980		1,040		830		880		1,010		860	
Have Work Experience												
0-400	41	0.1	6	0.0	15	0.2	15	0.1	3	0.1	2	0.1
401-820	17,853	24.1	7,059	15.1	3,735	51.4	5,720	41.7	939	19.5	400	29.8
821-990	20,885	28.2	13,065	27.8	2,136	29.4	4,089	29.8	1,293	26.9	302	22.5
991-1140	18,827	25.4	14,137	30.2	851	11.7	2,275	16.6	1,275	26.5	289	21.5
1141-1600	16,417	22.2	12,621	26.9	528	7.3	1,622	11.8	1,295	27.0	351	26.1
N=	74,023		46,888		7,265		13,721		4,805		1,344	
Median Score	990		1,030		820		860		1,030		990	

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*ACT Scores are adjusted to SAT Standard.

Table 49: Number and Percent of Persons in Texas Under Age 25 by Household Income and Race/Ethnicity, 1989

Household Income	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$<12,675	1,555,690	23.4	520,495	15.0	327,263	37.2	677,139	31.4	30,793	19.6
$12,675-$19,013	812,577	12.2	311,887	9.0	119,844	13.6	364,263	16.9	16,583	10.6
$19,014-$25,350	765,512	11.5	349,636	10.1	102,452	11.6	296,381	13.8	17,043	10.9
$25,351-$34,999	976,892	14.7	520,160	15.0	116,406	13.2	319,143	14.8	21,183	13.5
$35,000-$49,999	1,150,092	17.3	714,662	20.7	116,344	13.2	291,302	13.5	27,784	17.7
$50,000-$74,999	897,999	13.5	642,555	18.6	76,008	8.6	154,531	7.2	24,905	15.9
$75,000-$99,999	275,833	4.1	217,127	6.3	16,711	1.9	32,773	1.5	9,222	5.9
$100,000 and up	218,172	3.3	184,833	5.3	5,438	0.7	18,554	0.9	9,347	5.9

Table 50: Number and Percent of Persons in Texas Under Age 25 by Poverty Status and Race/Ethnicity, 1989

Poverty Status	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	6,446,695	100.0	3,340,195	100.0	841,830	100.0	2,113,539	100.0	151,131	100.0
Poverty & Below	1,580,663	24.5	419,969	12.6	319,222	37.9	812,599	38.5	28,873	19.1
101-149% Poverty	788,482	12.2	284,633	8.5	112,852	13.4	374,417	17.7	16,580	11.0
150-200% Poverty	773,081	12.0	353,662	10.6	105,272	12.5	294,479	13.9	19,668	13.0
201% and Over	3,304,469	51.3	2,281,931	68.3	304,484	36.2	632,044	29.9	86,010	56.9

Table 51: Number and Percent of Persons in Texas Under Age 25 by Highest Education Level of Parent and Race/Ethnicity, 1990

Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	5,186,650		2,633,555		643,599		1,787,155		122,341	
<High School Graduate	1,198,070	23.1	187,912	7.1	135,646	21.1	853,427	47.8	21,085	17.2
High School Graduate	1,246,131	24.0	590,633	22.4	204,864	31.8	431,461	24.1	19,173	15.7
Some College	1,567,717	30.2	957,299	36.4	220,540	34.3	359,593	20.1	30,285	24.8
Bachelor/4 Year Degree	740,170	14.3	568,585	21.6	56,205	8.7	92,008	5.2	23,372	19.1
Graduate Degree or Higher	434,562	8.4	329,216	12.5	26,344	4.1	50,666	2.8	28,426	23.2

Table 52: Number and Percent of Persons in Texas Under Age 25 in Households with a Parent without a Bachelor's Degree by Race/Ethnicity, 1990

Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	5,186,650		2,633,555		643,599		1,787,155		122,341	
No College Degree	4,011,918	77.3	1,735,844	65.9	561,050	87.2	1,644,481	92.0	70,543	57.7
College Degree	1,174,732	22.7	897,711	34.1	82,549	12.8	142,674	8.0	51,798	42.3

Table 53: Number and Percent of Persons in Texas Under Age 25 Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 Speaking a Language Other than English at Home	1,511,406	22.7	113,420	3.3	25,337	2.9	1,293,713	60.1	78,936	50.3

Table 54: Number and Percent of Students in Public Schools in Texas by Race/Ethnicity within Categories of Total School District Residential Property Value Per Student, 1994-95

Residential Property Value	Total		Anglo		Black		Hispanic		Other	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
$1-$49,999	752,773	20.1	197,671	11.4	63,291	11.8	485,934	35.4	5,877	6.1
$50,000-$69,999	757,615	20.2	365,660	21.1	102,718	19.2	273,460	19.9	15,777	16.4
$70,000-$99,999	793,455	21.2	425,342	24.4	117,571	22.0	236,288	17.2	14,254	14.8
$100,000-$129,999	878,634	23.5	386,987	22.3	192,555	35.9	268,202	19.5	30,890	32.2
$130,000 & over	560,131	15.0	361,389	20.8	59,437	11.1	110,020	8.0	29,285	30.5
N=	3,742,608		1,737,049		535,572		1,373,904		96,083	

Table 55: Number and Percent of Students in Texas by School Performance Rating and Race/Ethnicity, 1995-96

Performance Rating	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Exemplary	223,729	6.0	170,241	9.8	10,261	1.9	31,908	2.3	11,319	11.7
Recognized	666,666	17.8	405,629	23.3	57,044	10.6	185,155	13.5	18,838	19.6
Acceptable	2,687,926	71.8	1,103,371	63.5	425,462	79.4	1,095,560	79.7	63,533	66.0
Low Performing	101,532	2.7	39,195	2.3	28,683	5.3	31,760	2.3	1,894	2.0
Pending	24,820	0.6	7,792	0.4	5,093	1.0	11,648	0.8	287	0.3
Not Rated	40,739	1.1	11,858	0.7	9,595	1.8	18,920	1.4	366	0.4

Table 56: Number and Percent of Students in Texas by Type of Responsibility and Race/Ethnicity (Percentaged by Type of Responsibility), 1995-96

Student Responsibility by Type	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Single Parent Students	2,489	100.0	586	23.5	548	22.0	1,341	53.9	14	0.6
Pregnant Teen Students	1,666	100.0	483	29.0	294	17.6	876	52.6	13	0.8
Work Study Students	2,340	100.0	1,697	72.5	94	4.0	534	22.8	15	0.7

Table 57: Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Economic Region, 1990

Economic Region	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
High Plains	292,594	100.0	180,253	61.6	17,238	5.9	89,749	30.7	5,354	1.8
Northwest	195,194	100.0	143,976	73.8	13,949	7.1	34,223	17.5	3,046	1.6
Metroplex	1,600,764	100.0	1,023,440	63.9	257,892	16.1	270,920	16.9	48,512	3.1
Upper East Texas	318,884	100.0	228,137	71.5	68,302	21.4	19,372	6.1	3,073	1.0
Southeast Texas	247,327	100.0	166,127	67.2	60,940	24.6	15,453	6.3	4,807	1.9
Gulf Coast	1,510,546	100.0	760,641	50.4	293,308	19.4	398,405	26.4	58,192	3.8
Central Texas	700,350	100.0	441,979	63.1	100,462	14.3	142,184	20.3	15,725	2.3
South Texas	1,311,145	100.0	353,033	26.9	49,982	3.8	895,199	68.3	12,931	1.0
West Texas	204,705	100.0	110,009	53.7	8,977	4.4	83,593	40.8	2,126	1.1
Upper Rio Grande	271,258	100.0	53,760	19.8	9,416	3.5	204,988	75.6	3,094	1.1

Table 58: Number and Percent of Persons in Texas Under Age 25 by Race/Ethnicity and Metropolitan Status, 1990

Metropolitan Status Type	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City	4,619,198	100.0	2,142,077	46.4	684,683	14.8	1,666,802	36.1	125,636	2.7
Metropolitan Suburban	972,776	100.0	706,164	72.6	90,007	9.2	155,517	16.0	21,088	2.2
Non-Metropolitan Adjacent	733,446	100.0	420,731	57.4	77,583	10.6	228,308	31.1	6,824	0.9
Non-Metropolitan Non-Adjacent	327,346	100.0	192,383	58.8	28,193	8.6	103,459	31.6	3,311	1.0

Table 59: Number and Percent of Students in Texas by ACT* and SAT Score and Median Score and Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Score	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
ACT												
0-400	52	0.1	6	0.0	16	0.3	21	0.2	3	0.1	6	0.1
401-820	17,039	31.2	5,692	18.9	3,038	58.2	5,985	50.0	736	23.6	1,588	38.3
821-990	13,792	25.2	7,873	26.1	1,201	23.0	2,949	24.7	810	25.9	959	23.2
991-1140	12,374	22.7	8,709	28.8	512	9.8	1,594	13.3	789	25.3	770	18.6
1141-1600	11,373	20.8	7,900	26.2	451	8.7	1,416	11.8	784	25.1	822	19.8
N=	54,630		30,180		5,218		11,965		3,122		4,145	
Median Score	990		1,030		820		820		1,030		910	
SAT												
0-400	12	0.0	1	0.0	6	0.1	4	0.0	1	0.0	0	0.0
401-820	16,957	19.6	5,384	10.8	4,068	44.5	5,502	32.1	2,003	19.1	0	0.0
821-990	27,362	31.6	14,718	29.5	3,279	35.9	6,438	37.6	2,927	28.0	0	0.0
991-1140	22,568	26.0	15,356	30.7	1,298	14.2	3,481	20.3	2,433	23.3	0	0.0
1141-1600	19,753	22.8	14,455	29.0	482	5.3	1,721	10.0	3,095	29.6	0	0.0
N=	86,652		49,914		9,133		17,146		10,459		0	
Median Score	990		1,040		850		900		1,010		--	

*ACT Scores have been converted to SAT standard

Table 60: Number and Percent of Students in Texas by ACT*/SAT Combined Score, Race/Ethnicity and Household Income, 1995-96

Household Income/ ACT*/SAT Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<$30,000												
0-400	40	0.1	2	0.0	16	0.2	20	0.1	1	0.0	1	0.2
401-820	15,644	38.0	2,778	19.8	4,128	56.5	7,491	47.9	985	27.0	262	49.4
821-990	12,877	31.3	4,481	31.9	2,138	29.3	4,977	31.9	1,149	31.5	132	24.9
991-1140	7,521	18.3	3,887	27.7	687	9.4	2,068	13.2	813	22.3	66	12.5
1141-1600	5,072	12.3	2,895	20.6	334	4.6	1,076	6.9	698	19.2	69	13.0
N=	41,154		14,043		7,303		15,632		3,646		530	
Median Score	890		990		810		840		950		860	
$30,000 to $49,999												
0-400	5	0.0	3	0.0	2	0.1	0	0.0	0	0.0	0	0.0
401-820	6,282	21.7	2,676	15.2	1,341	44.7	1,846	32.3	348	14.6	71	28.4
821-990	9,139	31.6	5,420	30.8	1,016	33.9	1,961	34.3	683	28.7	59	23.6
991-1140	7,735	26.7	5,354	30.4	437	14.6	1,218	21.3	665	27.9	61	24.4
1141-1600	5,794	20.0	4,153	23.6	202	6.7	696	12.1	684	28.8	59	23.6
N=	28,955		17,606		2,998		5,721		2,380		250	
Median Score	990		1,020		850		910		1,030		990	
$50,000 to $59,999												
0-400	2	0.0	0	0.0	1	0.1	0	0.0	1	0.1	0	0.0
401-820	2,207	17.2	1,219	13.5	370	38.4	479	26.6	115	12.8	24	16.9
821-990	3,924	30.6	2,706	30.0	332	34.4	639	35.5	213	23.7	34	23.9
991-1140	3,538	27.5	2,675	29.6	168	17.4	413	23.0	238	26.4	44	31.0
1141-1600	3,169	24.7	2,435	26.9	93	9.7	268	14.9	333	37.0	40	28.2
N=	12,840		9,035		964		1,799		900		142	
Median Score	1,010		1,030		875		940		1,060		1,030	
$60,000 to $79,999												
0-400	7	0.0	1	0.0	2	0.1	4	0.1	0	0.0	0	0.0
401-820	3,620	14.8	2,248	12.2	486	34.4	679	24.3	143	9.5	64	17.4
821-990	6,465	26.4	4,766	25.8	472	33.4	853	30.5	313	20.8	61	16.6
991-1140	7,296	29.7	5,767	31.3	296	21.0	718	25.7	410	27.3	99	26.9
1141-1600	7,149	29.1	5,669	30.7	157	11.1	541	19.4	638	42.4	144	39.1
N=	24,531		18,451		1,413		2,795		1,504		368	
Median Score	1,040		1,060		900		980		1,100		1,100	
$80,000 to $99,999												
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	868	11.2	581	9.5	108	32.9	120	17.0	50	9.8	9	18.4
821-990	2,073	26.9	1,621	26.4	111	33.8	231	32.7	99	19.4	11	22.5
991-1140	2,294	29.7	1,886	30.8	73	22.3	187	26.5	132	25.9	16	32.6
1141-1600	2,484	32.2	2,038	33.3	36	11.0	168	23.8	229	44.9	13	26.5
N=	7,719		6,126		328		706		510		49	
Median Score	1,060		1,060		910		1,000		1,125		1,060	

Table 60, continued

Household Income/ ACT*/SAT Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000+												
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.2	0	0.0
401-820	823	8.2	618	7.4	50	25.5	97	13.3	46	6.2	12	22.6
821-990	2,328	23.2	1,895	22.8	65	33.2	222	30.4	132	17.7	14	26.4
991-1140	2,935	29.3	2,539	30.6	37	18.9	194	26.6	157	21.1	8	15.1
1141-1600	3,940	39.3	3,252	39.2	44	22.4	217	29.7	408	54.8	19	35.9
N=	10,027		8,304		196		730		744		53	
Median Score	1,100		1,100		950		1,030		1,170		1,030	
Income Not Reported												
0-400	9	0.1	1	0.0	1	0.1	1	0.1	1	0.0	5	0.2
401-820	4,532	28.3	956	14.6	623	54.2	775	44.8	1,052	27.0	1,146	41.6
821-990	4,348	27.1	1,702	26.1	346	30.1	504	29.2	1,148	29.5	648	23.5
991-1140	3,629	22.6	1,957	30.0	112	9.8	277	16.0	807	20.7	476	17.3
1141-1600	3,518	21.9	1,913	29.3	67	5.8	171	9.9	889	22.8	478	17.4
N=	16,036		6,529		1,149		1,728		3,897		2,753	
Median Score	970		1,040		820		860		950		860	

*ACT Scores are adjusted to SAT Standard.

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Table 61: Number and Percent of Persons in Texas Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	1,207,802	30.2	253,980	14.7	242,787	43.5	695,370	42.5	15,665	22.3

Table 62: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	553,776	50.5	112,733	29.9	193,465	59.7	240,864	63.4	6,714	41.8

Table 63: Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home	571,267	36.1	18,124	4.3	8,110	2.5	527,868	65.0	17,165	59.5

Table 64: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households with Parent without a College Degree	1,013,609	91.6	322,617	84.6	306,868	94.2	370,962	9.6	13,162	81.5

Table 65: Number and Percent of Persons in Texas Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 with Both Parents without a College Degree and Speaking a Language Other than English at Home	1,081,753	27.0	51,356	3.0	12,984	2.3	982,408	59.7	35,005	49.6

Table 66: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households in Which a Language Other than English is Spoken at Home	249,528	22.5	12,378	3.3	7,406	2.3	223,611	58.2	6,133	38.0

Table 67: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree	541,735	97.8	106,785	94.7	190,948	98.7	238,046	98.8	5,956	88.7

Table 68: Number and Percent of Persons in Texas Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 at or Below the Poverty Level with Both Parents without a College Degree and Speaking a Language Other than English at Home	467,200	38.7	9,313	3.7	5,245	2.2	444,150	63.9	8,492	54.2

Table 69: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home	156,308	28.2	3,552	3.2	3,900	2.0	146,125	60.7	2,731	40.7

Table 70: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households with Parent without a College Degree and Speaking a Language Other than English at Home	239,929	23.7	10,252	3.2	6,670	2.2	218,102	58.8	4,905	37.3

Table 71: Number and Percent of Persons in Texas Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a College Degree and Speaking a Language Other than English at Home	153,808	98.4	3,276	92.2	3,781	97.0	144,447	98.9	2,304	84.4

Table 72: Number and Percent of Economically Disadvantaged Students in Texas by Race/Ethnicity, 1995-96

Economically Disadvantaged Status	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	3,748,167		1,739,613		536,386		1,375,896		96,272	
Students who are Economically Disadvantaged	1,754,401	46.8	366,125	21.0	339,383	63.3	1,016,948	73.9	31,945	33.2
Students who are Not Economically Disadvantaged	1,993,766	53.2	1,373,488	79.0	197,003	36.7	358,948	26.1	64,327	66.8

Table 73: Number and Percent of Students in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

Limited English Proficiency Program Status	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	3,748,167		1,739,613		536,386		1,375,896		96,272	
Students Participating in Limited English Proficiency Program	479,576	12.8	6,229	0.4	2,197	0.4	447,399	32.5	23,751	24.7
Students Not Participating in Limited English Proficiency Program	3,268,591	87.2	1,733,384	99.6	534,189	99.6	928,497	67.5	72,521	75.3

Table 74: Number and Percent of Students in Texas by School District Total Assessed Property Value per Student and Race/Ethnicity, 1995-96

School District Total Assessed Value per Student	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	3,742,608		1,737,049		535,572		1,373,904		96,083	
<$72,126	398,876	10.7	69,266	4.0	28,692	5.4	298,131	21.7	2,787	2.9
$72,126-$102,077	431,373	11.5	181,020	10.4	34,611	6.5	213,402	15.6	2,340	2.4
$102,078-$134,664	677,328	18.1	347,311	20.0	69,333	13.0	249,069	18.1	11,615	12.1
$134,665 or more	2,235,031	59.7	1,139,452	65.6	402,936	75.1	613,302	44.6	79,341	82.6

Table 75: Number* and Percent of Students in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Students Participating in Limited English Proficiency Program										
Total	479,576		6,229		2,197		447,399		23,751	
Students who are Economically Disadvantaged	417,834	87.1	3,400	54.6	1,591	72.4	400,295	89.5	12,548	52.8
Students who are not Economically Disadvantaged	61,742	12.9	2,829	45.4	606	27.6	47,104	10.5	11,203	47.2
Students Not Participating in Limited English Proficiency Program										
Total	3,268,591		1,733,384		534,189		928,497		72,521	
Students who are Economically Disadvantaged	1,336,567	40.9	362,725	20.9	337,792	63.2	616,653	66.4	19,397	26.8
Students who are not Economically Disadvantaged	1,932,024	59.1	1,370,659	79.1	196,397	36.8	311,844	33.6	53,124	73.2

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*Values may not sum to the state total due to missing values for some variables for some cases.

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Table 76: Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
School District Assessed Value <$72,126										
Total	398,876		69,266		28,692		298,131		2,787	
Students who are Economically Disadvantaged	299,079	75.0	25,906	37.4	18,580	64.8	253,344	85.0	1,249	44.8
Students who are not Economically Disadvantaged	99,797	25.0	43,360	62.6	10,112	35.2	44,787	15.0	1,538	55.2
School District Assessed Value $72,126-102,077										
Total	431,373		181,020		34,611		213,402		2,340	
Students who are Economically Disadvantaged	249,280	57.8	55,066	30.4	26,275	75.9	166,804	78.2	1,135	48.5
Students who are not Economically Disadvantaged	182,093	42.2	125,954	69.6	8,336	24.1	46,598	21.8	1,205	51.5
School District Assessed Value $102,078-134,664										
Total	677,328		347,311		69,333		249,069		11,615	
Students who are Economically Disadvantaged	315,431	46.6	91,135	26.2	46,605	67.2	173,395	69.6	4,296	37.0
Students who are not Economically Disadvantaged	361,897	53.4	256,176	73.8	22,728	32.8	75,674	30.4	7,319	63.0
School District Assessed Value $134,665 or more										
Total	2,235,031		1,139,452		402,936		613,302		79,341	
Students who are Economically Disadvantaged	888,240	39.7	193,152	16.9	247,607	61.5	422,274	68.9	25,207	31.8
Students who are not Economically Disadvantaged	1,346,791	60.3	946,300	83.1	155,329	38.5	191,028	31.1	54,134	68.2

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*Values may not sum to the state total due to missing values for some variables for some cases.

Table 77: Number and Percent of Students in Texas by School District Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and by Race/Ethnicity, 1995-96*

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
School District Assessed Value <$72,126										
Total	398,876		69,266		28,692		298,131		2,787	
Students in Limited English Proficiency Programs	116,256	29.2	515	0.7	124	0.4	115,264	38.7	353	12.7
Students Not in Limited English Proficiency Programs	282,620	70.8	68,751	99.3	28,568	99.6	182,867	61.3	2,434	87.3
School District Assessed Value $72,126 to $102,077										
Total	431,373		181,020		34,611		213,402		2,340	
Students in Limited English Proficiency Programs	55,084	12.8	439	0.2	74	0.2	54,317	25.5	254	10.9
Students Not in Limited English Proficiency Programs	376,289	87.2	180,581	99.8	34,537	99.8	159,085	74.5	2,086	89.1
School District Assessed Value $102,078 to $134,664										
Total	677,328		347,311		69,333		249,069		11,615	
Students in Limited English Proficiency Programs	68,383	10.1	675	0.2	186	0.3	65,177	26.2	2,345	20.2
Students Not in Limited English Proficiency Programs	608,945	89.9	346,636	99.8	69,147	99.7	183,892	73.8	9,270	79.8
School District Assessed Value $134,665 or more										
Total	2,235,031		1,139,452		402,936		613,302		79,341	
Students in Limited English Proficiency Programs	239,673	10.7	4,596	0.4	1,810	0.5	212,473	34.6	20,794	26.2
Students Not in Limited English Proficiency Programs	1,995,358	89.3	1,134,856	99.6	401,126	99.5	400,829	65.4	58,547	73.8

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*Values may not sum to the state total due to missing values for some variables for some cases.

Table 78: Number* and Percent of Students in Texas by School District Total Assessed Property Value per Student, Economically Disadvantaged Status in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Students in School Districts with Assessed Value <$72,126										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	107,778	36.0	404	1.6	93	0.3	107,072	42.3	209	16.7
Not in Limited English Proficiency Programs	191,301	64.0	25,502	98.4	18,487	99.5	146,272	57.7	1,040	83.3
Total	299,079		25,906		18,580		253,344		1,249	
Students in School Districts with Assessed Value <$72,126										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	8,478	8.5	111	0.3	31	0.3	8,192	18.3	144	9.4
Not in Limited English Proficiency Programs	91,319	91.5	43,249	99.7	10,081	99.7	36,595	81.7	1,394	90.6
Total	99,797		43,360		10,112		44,787		1,538	

Table 78, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Students in School Districts with Assessed Value $72,126 to $102,077										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	50,741	20.4	318	0.6	66	0.3	50,185	30.1	172	15.2
Not in Limited English Proficiency Programs	198,539	79.6	54,748	99.4	26,209	99.7	116,619	69.9	963	84.8
Total	249,280		55,066		26,275		166,804		1,135	
Students in School Districts with Assessed Value $72,126 to $102,077										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	4,343	2.4	121	0.1	8	0.1	4,132	8.9	82	6.8
Not in Limited English Proficiency Programs	177,750	97.6	125,833	99.9	8,328	99.9	42,466	91.1	1,123	93.2
Total	182,093		125,954		8,336		46,598		1,205	

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Table 78, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Students in School Districts with Assessed Value $102,078 to $134,664										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	58,876	18.7	434	0.5	143	0.3	57,135	32.9	1,164	27.1
Not in Limited English Proficiency Programs	256,555	81.3	90,701	99.5	46,462	99.7	116,260	67.1	3,132	72.9
Total	315,431		91,135		46,605		173,395		4,296	
Students in School Districts with Assessed Value $102,078 to $134,664										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	9,507	2.6	241	0.1	43	0.2	8,042	10.6	1,181	16.1
Not in Limited English Proficiency Programs	352,390	97.4	255,935	99.9	22,685	99.8	67,632	89.4	6,138	83.9
Total	361,897		256,176		22,728		75,674		7,319	

Table 78, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Students in School Districts with Assessed Value $134,665 or more										
Students who are Economically Disadvantaged and:										
In Limited English Proficiency Programs	200,281	22.5	2,241	1.2	1,289	0.5	185,752	44.0	10,999	43.6
Not in Limited English Proficiency Programs	687,959	77.5	190,911	98.8	246,318	99.5	236,522	56.0	14,208	56.4
Total	193,152		247,607		422,274		25,207			
Students in School Districts with Assessed Value $134,665 or more										
Students who are not Economically Disadvantaged and:										
In Limited English Proficiency Programs	39,392	2.9	2,355	0.3	521	0.3	26,721	14.0	9,795	18.1
Not in Limited English Proficiency Programs	1,307,399	97.1	943,945	99.7	154,808	99.7	164,307	86.0	44,339	81.9
Total	1,346,791		946,300		155,329		191,028		54,134	

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 79: Number and Percent of Students in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$1-$49,999												
Parents' Income												
Total	21,539		7,934		1,678		9,873		1,009		1,045	
<$30,000	10,386	48.2	2,290	28.8	1,029	61.3	6,522	66.1	350	34.7	195	18.6
$30,000 to $49,999	4,098	19.0	2,135	26.9	271	16.1	1,471	14.9	170	16.8	51	4.9
$50,000 to $59,999	1,602	7.5	985	12.4	92	5.5	434	4.4	60	6.0	31	3.0
$60,000 to $79,999	2,353	10.9	1,465	18.5	116	6.9	657	6.6	74	7.3	41	3.9
$80,000 to $100,000	455	2.1	280	3.5	22	1.3	133	1.3	14	1.4	6	0.6
More than $100,000	349	1.6	211	2.7	11	0.7	95	1.0	25	2.5	7	0.7
Income Not Reported	2,296	10.7	568	7.2	137	8.2	561	5.7	316	31.3	714	68.3
$50,000 to $69,999												
Parents' Income												
Total	24,523		13,584		2,302		5,716		2,136		785	
<$30,000	8,669	35.3	3,257	24.0	1,277	55.5	3,301	57.7	721	33.7	113	14.4
$30,000 to $49,999	5,863	23.9	3,685	27.1	489	21.2	1,219	21.3	409	19.2	61	7.8
$50,000 to $59,999	2,354	9.6	1,723	12.7	144	6.3	324	5.7	133	6.2	30	3.8
$60,000 to $79,999	3,666	15.0	2,844	20.9	175	7.6	416	7.3	183	8.6	48	6.1
$80,000 to $100,000	753	3.1	594	4.4	29	1.3	67	1.2	54	2.5	9	1.1
More than $100,000	615	2.5	505	3.7	10	0.4	52	0.9	42	2.0	6	0.8
Income Not Reported	2,603	10.6	976	7.2	178	7.7	337	5.9	594	27.8	518	66.0
$70,000 to $99,999												
Parents' Income												
Total	26,575		16,997		2,513		4,387		1,985		693	
<$30,000	7,391	27.8	3,324	19.6	1,244	49.5	2,133	48.6	600	30.2	90	13.0
$30,000 to $49,999	6,177	23.3	4,226	24.8	543	21.6	974	22.2	386	19.5	48	6.9
$50,000 to $59,999	2,740	10.3	2,054	12.1	178	7.1	328	7.5	155	7.8	25	3.6
$60,000 to $79,999	4,965	18.7	3,903	23.0	276	11.0	500	11.4	207	10.4	79	11.4
$80,000 to $100,000	1,296	4.9	1,075	6.3	51	2.0	103	2.4	58	2.9	9	1.3
More than $100,000	1,392	5.2	1,187	7.0	25	1.0	87	2.0	85	4.3	8	1.2
Income Not Reported	2,614	9.8	1,228	7.2	196	7.8	262	5.9	494	24.9	434	62.6
$100,000 to $129,999												
Parents' Income												
Total	28,123		15,684		4,928		3,827		3,090		594	
<$30,000	7,671	27.3	2,225	14.2	2,663	54.0	1,774	46.4	946	30.6	63	10.6
$30,000 to $49,999	5,876	20.9	3,280	20.9	1,007	20.4	930	24.3	617	20.0	42	7.1
$50,000 to $59,999	2,559	9.1	1,768	11.3	313	6.4	262	6.8	195	6.3	21	3.5
$60,000 to $79,999	5,241	18.6	3,961	25.3	425	8.6	445	11.6	334	10.8	76	12.8
$80,000 to $100,000	1,772	6.3	1,433	9.1	107	2.2	114	3.0	109	3.5	9	1.5
More than $100,000	2,038	7.2	1,745	11.1	52	1.1	84	2.2	147	4.8	10	1.7
Income Not Reported	2,966	10.6	1,272	8.1	361	7.3	218	5.7	742	24.0	373	62.8

Table 79, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$130,000 and Over												
Parents' Income												
Total	26,604		18,057		1,995		2,390		3,513		649	
<$30,000	4,393	16.5	2,017	11.2	730	36.6	814	34.1	782	22.3	50	7.7
$30,000 to $49,999	4,570	17.2	2,949	16.3	472	23.6	523	21.9	591	16.8	35	5.4
$50,000 to $59,999	2,460	9.2	1,771	9.8	169	8.5	214	8.9	278	7.9	28	4.3
$60,000 to $79,999	5,928	22.3	4,615	25.6	317	15.9	380	15.9	539	15.3	77	11.9
$80,000 to $100,000	2,493	9.4	2,060	11.4	83	4.1	145	6.1	196	5.6	9	1.4
More than $100,000	3,569	13.4	3,071	17.0	61	3.1	172	7.2	252	7.2	13	2.0
Income Not Reported	3,191	12.0	1,574	8.7	163	8.2	142	5.9	875	24.9	437	67.3
Matched Wealth & District Data Not Available												
Parents' Income												
Total	13,918		7,838		935		2,918		1,848		379	
<$30,000	2,644	19.0	930	11.9	360	38.5	1,088	37.3	247	13.4	19	5.0
$30,000 to $49,999	2,371	17.0	1,331	17.0	216	23.1	604	20.7	207	11.2	13	3.4
$50,000 to $59,999	1,125	8.1	734	9.4	68	7.3	237	8.1	79	4.3	7	1.9
$60,000 to $79,999	2,378	17.1	1,663	21.2	104	11.1	397	13.6	167	9.0	47	12.4
$80,000 to $100,000	950	6.8	684	8.7	36	3.8	144	4.9	79	4.3	7	1.9
More than $100,000	2,064	14.8	1,585	20.2	37	4.0	240	8.2	193	10.4	9	2.3
Income Not Reported	2,386	17.2	911	11.6	114	12.2	208	7.2	876	47.4	277	73.1

Table 80: Number* and Percent of Students in Texas Completing the SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$1-$49,999												
Total	8,948		3,413		947		4,061		527		0	--
<High School	1,427	16.0	104	3.1	94	9.9	1,161	28.6	68	12.9	0	--
High School Graduate or Equivalent	1,852	20.7	621	18.2	234	24.7	917	22.6	80	15.2	0	--
Some College	2,828	31.6	1,215	35.6	379	40.0	1,107	27.3	127	24.1	0	--
Bachelor/4 Year Degree	1,352	15.1	749	21.9	120	12.7	419	10.2	64	12.1	0	--
Graduate Degree or Higher	1,284	14.3	694	20.3	100	10.6	410	10.1	80	15.2	0	--
Education Not Reported	205	2.3	30	0.9	20	2.1	47	1.2	108	20.5	0	--
$50,000 to 69,999												
Total	13,544		7,484		1,253		3,555		1,252		0	--
<High School	1,132	8.4	133	1.8	66	5.3	821	23.1	112	9.0	0	--
High School Graduate or Equivalent	2,526	18.6	1,269	17.0	263	21.0	834	23.5	160	12.8	0	--
Some College	4,574	33.8	2,638	35.2	523	41.7	1,132	31.8	281	22.4	0	--
Bachelor/4 Year Degree	2,478	18.3	1,684	22.5	205	16.4	365	10.3	224	17.9	0	--
Graduate Degree or Higher	2,490	18.4	1,691	22.6	176	14.0	350	9.8	273	21.8	0	--
Education Not Reported	344	2.5	69	0.9	20	1.6	53	1.5	202	16.1	0	--
$70,000-99,999												
Total	15,625		10,219		1,489		2,741		1,176		0	--
<High School	835	5.3	115	1.1	72	4.8	546	19.9	102	8.7	0	--
High School Graduate or Equivalent	2,118	13.6	1,129	11.1	285	19.1	562	20.5	142	12.1	0	--
Some College	5,081	32.5	3,318	32.5	644	43.3	866	31.6	253	21.5	0	--
Bachelor/4 Year Degree	3,430	22.0	2,601	25.4	245	16.5	354	12.9	230	19.5	0	--
Graduate Degree or Higher	3,837	24.5	2,995	28.9	216	14.5	383	14.0	283	24.1	0	--
Education Not Reported	324	2.1	101	1.0	27	1.8	30	1.1	166	14.1	0	--
$100,000-$129,999												
Total	19,250		10,811		3,393		2,918		2,128		0	--
<High School	1,264	6.6	84	0.8	161	4.7	806	27.6	213	10.0	0	--
High School Graduate or Equivalent	2,530	13.1	1,055	9.8	688	20.3	549	18.8	238	11.2	0	--
Some College	5,563	28.9	2,966	27.4	1,371	40.4	806	27.6	420	19.7	0	--
Bachelor/4 Year Degree	4,537	23.6	3,193	29.5	580	17.1	347	11.9	417	19.6	0	--
Graduate Degree or Higher4	4,864	25.3	3,395	31.4	530	15.6	375	12.9	564	26.5	0	--
Education Not Reported	492	2.5	118	1.1	63	1.9	35	1.2	276	13.0	0	--

Table 80, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$130,000 and Over												
Total	17,611		12,259		1,306		1,731		2,315		0	--
<High School	367	2.1	57	0.5	38	2.9	164	9.5	108	4.7	0	--
High School Graduate or Equivalent	1,308	7.4	697	5.7	168	12.9	263	15.2	180	7.8	0	--
Some College	3,891	22.1	2,566	20.9	426	32.6	519	30.0	380	16.4	0	--
Bachelor/4 Year Degree	4,978	28.3	3,845	31.4	303	23.2	340	19.6	490	21.2	0	--
Graduate Degree or Higher	6,618	37.6	4,958	40.4	339	26.0	417	24.1	904	39.0	0	--
Education Not Reported	449	2.5	136	1.1	32	2.4	28	1.6	253	10.9	0	--
Matched Appraised Value and Parents' Education Not Available												
Total	9,714		5,728		745		2,140		1,101		0	--
<High School	343	3.5	43	0.8	39	5.2	233	10.9	28	2.5	0	--
High School Graduate or Equivalent	847	8.7	330	5.8	98	13.2	353	16.5	66	6.0	0	--
Some College	2,118	21.8	1,144	20.0	246	33.0	569	26.6	159	14.5	0	--
Bachelor/4 Year Degree	2,294	23.6	1,617	28.2	144	19.3	363	17.0	170	15.4	0	--
Graduate Degree or Higher	3,658	37.7	2,488	43.4	197	26.5	592	27.6	381	34.6	0	--
Education Not Reported	454	4.7	106	1.8	21	2.8	30	1.4	297	27.0	0	--

*Values may not sum to state total due to missing values for some variables for some cases.

Table 81: Number and Percent of Students in Texas Taking the SAT by Assessed Value of Residential Property per Student in School District of Residence by Parents' Income by Parents' Education by Race/Ethnicity, 1995-96

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Assessed Value												
$1-$49,999												
Parents' Income <$30,000												
Parents' Education												
Total	4,193		909		568		2,518		198		0	
<High School	1,233	29.4	64	7.0	74	13.0	1,040	41.3	55	27.8	0	--
High School Graduate or Equivalent	1,095	26.1	236	26.0	165	29.1	645	25.6	49	24.7	0	--
Some College	1,290	30.8	382	42.0	242	42.6	609	24.2	57	28.8	0	--
Bachelor/4 Year Degree	296	7.0	139	15.3	43	7.6	99	3.9	15	7.6	0	--
Graduate Degree or Higher	250	6.0	85	9.4	37	6.5	108	4.3	20	10.1	0	--
Education Not Reported	29	0.7	3	0.3	7	1.2	17	0.7	2	1.0	0	--
Parents' Income $30,000-$49,999												
Parents' Education												
Total	2,218		1,141		173		802		102		0	
<High School	110	5.0	23	2.0	9	5.2	70	8.7	8	7.8	0	--
High School Graduate or Equivalent	467	21.1	239	21.0	36	20.8	175	21.8	17	16.7	0	--
Some College	847	38.2	434	38.0	67	38.7	305	38.0	41	40.2	0	--
Bachelor/4 Year Degree	430	19.3	244	21.4	34	19.6	134	16.7	18	17.6	0	--
Graduate Degree or Higher	347	15.6	193	16.9	25	14.5	112	14.0	17	16.7	0	--
Education Not Reported	17	0.8	8	0.7	2	1.2	6	0.8	1	1.0	0	--
Parents' Income $50,000-$59,999												
Parents' Education												
Total	703		429		54		184		36		0	--
<High School	11	1.6	5	1.2	0	0.0	5	2.7	1	2.8	0	--
High School Graduate or Equivalent	86	12.2	55	12.8	8	14.8	18	9.8	5	13.9	0	--
Some College	256	36.4	162	37.8	25	46.3	56	30.4	13	36.1	0	--
Bachelor/4 Year Degree	203	28.9	112	26.1	14	25.9	71	38.6	6	16.6	0	--
Graduate Degree or Higher	144	20.5	95	22.1	6	11.1	33	17.9	10	27.8	0	--
Education Not Reported	3	0.4	0	0.0	1	1.9	1	0.6	1	2.8	0	--
Parents' Income $60,000-$79,999												
Parents' Education												
Total	764		430		58		243		33		0	--
<High School	7	0.9	3	0.7	1	1.7	2	0.8	1	3.0	0	--
High School Graduate or Equivalent	66	8.6	34	7.9	5	8.6	25	10.3	2	6.1	0	--
Some College	211	27.6	113	26.3	20	34.5	70	28.8	8	24.3	0	--
Bachelor/4 Year Degree	212	27.8	118	27.4	15	25.9	68	28.0	11	33.3	0	--
Graduate Degree or Higher	266	34.8	161	37.5	16	27.6	78	32.1	11	33.3	0	--
Education Not Reported	2	0.3	1	0.2	1	1.7	0	0.0	0	0.0	0	--

Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents' Income $80,000-$100,000												
Parents' Education												
Total	272		170		16		77		9		0	--
<High School	3	1.1	2	1.2	0	0.0	1	1.3	0	0.0	0	--
High School Graduate or Equivalent	23	8.4	15	8.8	0	0.0	8	10.4	0	0.0	0	--
Some College	53	19.5	37	21.8	3	18.8	12	15.6	1	11.1	0	--
Bachelor/4 Year Degree	69	25.4	46	27.0	5	31.2	18	23.4	0	0.0	0	--
Graduate Degree or Higher	123	45.2	69	40.6	8	50.0	38	49.3	8	88.9	0	--
Education Not Reported	1	0.4	1	0.6	0	0.0	0	0.0	0	0.0	0	--
Parents' Income More than $100,000												
Parents' Education												
Total	214		135		8		53		18		0	--
<High School	3	1.4	0	0.0	0	0.0	2	3.8	1	5.6	0	--
High School Graduate or Equivalent	10	4.7	7	5.2	1	12.5	1	1.9	1	5.6	0	--
Some College	34	15.9	22	16.3	2	25.0	9	17.0	1	5.6	0	--
Bachelor/4 Year Degree	68	31.8	45	33.3	2	25.0	15	28.3	6	33.2	0	--
Graduate Degree or Higher	99	46.2	61	45.2	3	37.5	26	49.0	9	50.0	0	--
Education Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	--
Parents' Income Not Reported												
Parents' Education												
Total	584		199		70		184		131		0	--
<High School	60	10.3	7	3.5	10	14.3	41	22.3	2	1.5	0	--
High School Graduate or Equivalent	105	18.0	35	17.6	19	27.1	45	24.5	6	4.6	0	--
Some College	137	23.4	65	32.7	20	28.6	46	25.0	6	4.6	0	--
Bachelor/4 Year Degree	74	12.7	45	22.6	7	10.0	14	7.6	8	6.1	0	--
Graduate Degree or Higher	55	9.4	30	15.1	5	7.1	15	8.1	5	3.8	0	--
Education Not Reported	153	26.2	17	8.5	9	12.9	23	12.5	104	79.4	0	--
Assessed Value												
$50,000-$69,999												
Parents' Income <$30,000												
Parents' Education												
Total	4,809		1,668		677		2,007		457		0	--
<High School	915	19.0	81	4.9	60	8.9	690	34.4	84	18.4	0	--
High School Graduate or Equivalent	1,295	26.9	473	28.4	183	27.0	549	27.3	90	19.7	0	--
Some College	1,676	34.9	691	41.4	308	45.5	544	27.1	133	29.1	0	--
Bachelor/4 Year Degree	515	10.7	251	15.0	69	10.2	111	5.5	84	18.4	0	--
Graduate Degree or Higher	373	7.8	163	9.8	53	7.8	96	4.8	61	13.3	0	--
Education Not Reported	35	0.7	9	0.5	4	0.6	17	0.9	5	1.1	0	--

Table 81, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Parents' Income $30,000-$49,999												
Parents' Education												
Total	3,843		2,408		308		831		296		0	--
<High School	121	3.1	33	1.4	2	0.6	68	8.2	18	6.1	0	--
High School Graduate or Equivalent	698	18.2	434	18.0	48	15.6	170	20.4	46	15.5	0	--
Some College	1,576	41.0	1,011	42.0	121	39.3	368	44.3	76	25.7	0	--
Bachelor/4 Year Degree	763	19.8	513	21.3	73	23.7	107	12.9	70	23.7	0	--
Graduate Degree or Higher	664	17.3	408	16.9	64	20.8	109	13.1	83	28.0	0	--
Education Not Reported	21	0.6	9	0.4	0	0.0	9	1.1	3	1.0	0	--
Parents' Income $50,000-$59,999												
Parents' Education												
Total	1,354		988		74		202		90		0	--
<High School	17	1.3	5	0.5	0	0.0	9	4.5	3	3.3	0	--
High School Graduate or Equivalent	201	14.8	151	15.3	11	14.9	32	15.8	7	7.8	0	--
Some College	449	33.2	323	32.7	33	44.5	71	35.2	22	24.5	0	--
Bachelor/4 Year Degree	353	26.1	257	26.0	15	20.3	54	26.7	27	30.0	0	--
Graduate Degree or Higher	327	24.1	251	25.4	13	17.6	33	16.3	30	33.3	0	--
Education Not Reported	7	0.5	1	0.1	2	2.7	3	1.5	1	1.1	0	--
Parents' Income $60,000-$79,999												
Parents' Education												
Total	1,547		1,166		87		207		87		0	--
<High School	8	0.5	1	0.1	0	0.0	5	2.4	2	2.3	0	--
High School Graduate or Equivalent	140	9.1	102	8.7	5	5.7	29	14.0	4	4.6	0	--
Some College	458	29.6	339	29.1	24	27.6	72	34.8	23	26.4	0	--
Bachelor/4 Year Degree	431	27.9	328	28.1	30	34.5	51	24.6	22	25.3	0	--
Graduate Degree or Higher	508	32.8	395	33.9	28	32.2	49	23.7	36	41.4	0	--
Education Not Reported	2	0.1	1	0.1	0	0.0	1	0.5	0	0.0	0	--
Parents' Income $80,000-$100,000												
Parents' Education												
Total	539		420		21		54		44		0	--
<High School	2	0.4	1	0.2	0	0.0	1	1.8	0	0.0	0	--
High School Graduate or Equivalent	23	4.2	16	3.8	1	4.8	5	9.3	1	2.3	0	--
Some College	105	19.5	76	18.1	9	42.9	15	27.8	5	11.3	0	--
Bachelor/4 Year Degree	159	29.5	130	31.0	4	19.0	15	27.8	10	22.7	0	--
Graduate Degree or Higher	248	46.0	196	46.7	7	33.3	18	33.3	27	61.4	0	--
Education Not Reported	2	0.4	1	0.2	0	0.0	0	0.0	1	2.3	0	--

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Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents' Income More than $100,000												
Parents' Education												
Total	435		353		6		40		36		0	--
<High School	4	0.9	2	0.6	1	16.7	1	2.5	0	0.0	0	--
High School Graduate or Equivalent	21	4.8	18	5.1	0	0.0	1	2.5	2	5.6	0	--
Some College	68	15.7	53	15.0	0	0.0	8	20.0	7	19.4	0	--
Bachelor/4 Year Degree	97	22.3	86	24.4	2	33.3	5	12.5	4	11.1	0	--
Graduate Degree or Higher	244	56.1	194	54.9	3	50.0	25	62.5	22	61.1	0	--
Education Not Reported	1	0.2	0	0.0	0	0.0	0	0.0	1	2.8	0	--
Parents' Income Not Reported												
Parents' Education												
Total	1,017		481		80		214		242		0	--
<High School	65	6.4	10	2.1	3	3.8	47	22.0	5	2.1	0	--
High School Graduate or Equivalent	148	14.6	75	15.6	15	18.7	48	22.4	10	4.1	0	--
Some College	242	23.8	145	30.1	28	35.0	54	25.2	15	6.2	0	--
Bachelor/4 Year Degree	160	15.7	119	24.7	12	15.0	22	10.3	7	2.9	0	--
Graduate Degree or Higher	126	12.4	84	17.5	8	10.0	20	9.4	14	5.8	0	--
Education Not Reported	276	27.1	48	10.0	14	17.5	23	10.7	191	78.9	0	--
Assessed Value												
$70,000-$99,999												
Parents' Income <$30,000												
Parents' Education												
Total	4,295		1,852		739		1,322		382		0	--
<High School	665	15.5	63	3.4	61	8.3	467	35.3	74	19.4	0	--
High School Graduate or Equivalent	994	23.1	405	21.9	203	27.5	309	23.4	77	20.2	0	--
Some College	1,609	37.5	780	42.1	354	47.9	374	28.3	101	26.4	0	--
Bachelor/4 Year Degree	550	12.8	319	17.2	69	9.3	89	6.7	73	19.1	0	--
Graduate Degree or Higher	450	10.5	275	14.9	49	6.6	77	5.8	49	12.8	0	--
Education Not Reported	27	0.6	10	0.5	3	0.4	6	0.5	8	2.1	0	--
Parents' Income $30,000-$49,999												
Parents' Education												
Total	4,262		2,946		361		688		267		0	--
<High School	96	2.3	26	0.9	6	1.7	51	7.4	13	4.9	0	--
High School Graduate or Equivalent	631	14.8	388	13.2	42	11.6	164	23.8	37	13.9	0	--
Some College	1,773	41.6	1,221	41.4	178	49.3	280	40.7	94	35.2	0	--
Bachelor/4 Year Degree	947	22.2	711	24.1	74	20.5	109	15.8	53	19.8	0	--
Graduate Degree or Higher	799	18.7	592	20.1	56	15.5	83	12.1	68	25.5	0	--
Education Not Reported	16	0.4	8	0.3	5	1.4	1	0.2	2	0.7	0	--

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Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents' Income $50,000-$59,999												
Parents' Education												
Total	1,719		1,323		97		199		100		0	--
<High School	11	0.6	4	0.3	0	0.0	2	1.0	5	5.0	0	--
High School Graduate or Equivalent	153	8.9	109	8.2	10	10.3	26	13.1	8	8.0	0	--
Some College	607	35.3	469	35.5	34	35.1	81	40.7	23	23.0	0	--
Bachelor/4 Year Degree	483	28.1	385	29.1	29	29.9	42	21.1	27	27.0	0	--
Graduate Degree or Higher	462	26.9	355	26.8	24	24.7	47	23.6	36	36.0	0	--
Education Not Reported	3	0.2	1	0.1	0	0.0	1	0.5	1	1.0	0	--
Parents' Income $60,000-$79,999												
Parents' Education												
Total	2,212		1,732		132		241		107		0	--
<High School	7	0.3	4	0.2	0	0.0	1	0.4	2	1.9	0	--
High School Graduate or Equivalent	146	6.6	108	6.2	9	6.8	22	9.1	7	6.5	0	--
Some College	551	24.9	431	24.9	34	25.7	69	28.6	17	15.9	0	--
Bachelor/4 Year Degree	702	31.7	556	32.1	36	27.3	72	29.9	38	35.5	0	--
Graduate Degree or Higher	796	36.0	625	36.1	52	39.4	77	32.0	42	39.3	0	--
Education Not Reported	10	0.5	8	0.5	1	0.8	0	0.0	1	0.9	0	--
Parents' Income $80,000-$100,000												
Parents' Education												
Total	982		825		35		79		43		0	--
<High School	3	0.3	2	0.2	0	0.0	0	0.0	1	2.3	0	--
High School Graduate or Equivalent	34	3.5	26	3.2	1	2.9	4	5.1	3	7.0	0	--
Some College	167	17.0	138	16.7	7	20.0	14	17.7	8	18.6	0	--
Bachelor/4 Year Degree	292	29.7	246	29.8	16	45.7	20	25.3	10	23.3	0	--
Graduate Degree or Higher	481	49.0	409	49.6	11	31.4	41	51.9	20	46.5	0	--
Education Not Reported	5	0.5	4	0.5	0	0.0	0	0.0	1	2.3	0	--
Parents' Income More than $100,000												
Parents' Education												
Total	1,028		870		20		69		69		0	--
<High School	8	0.8	5	0.6	0	0.0	3	4.4	0	0.0	0	--
High School Graduate or Equivalent	29	2.8	23	2.6	1	5.0	5	7.2	0	0.0	0	--
Some College	108	10.5	95	10.9	2	10.0	10	14.5	1	1.5	0	--
Bachelor/4 Year Degree	267	26.0	237	27.3	6	30.0	7	10.1	17	24.6	0	--
Graduate Degree or Higher	612	59.5	508	58.4	10	50.0	44	63.8	50	72.4	0	--
Education Not Reported	4	0.4	2	0.2	1	5.0	0	0.0	1	1.5	0	--

Table 81, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Parents' Income Not Reported												
Parents' Education												
Total	1,127		671		105		143		208		0	--
<High School	45	4.0	11	1.7	5	4.8	22	15.4	7	3.4	0	--
High School Graduate or Equivalent	131	11.6	70	10.4	19	18.1	32	22.4	10	4.8	0	--
Some College	266	23.6	184	27.4	35	33.3	38	26.5	9	4.3	0	--
Bachelor/4 Year Degree	189	16.8	147	21.9	15	14.3	15	10.5	12	5.8	0	--
Graduate Degree or Higher	237	21.0	191	28.5	14	13.3	14	9.8	18	8.6	0	--
Education Not Reported	259	23.0	68	10.1	17	16.2	22	15.4	152	73.1	0	--
Assessed Value												
$100,000-$129,999												
Parents' Income <$30,000												
Parents' Education												
Total	5,442		1,523		1,828		1,397		694		0	--
<High School	984	18.1	39	2.6	136	7.4	648	46.4	161	23.2	0	--
High School Graduate or Equivalent	1,265	23.2	338	22.2	500	27.4	290	20.8	137	19.7	0	--
Some College	1,917	35.2	574	37.7	841	46.0	315	22.5	187	26.9	0	--
Bachelor/4 Year Degree	700	12.9	316	20.7	205	11.2	68	4.9	111	16.0	0	--
Graduate Degree or Higher	527	9.7	247	16.2	123	6.7	67	4.8	90	13.0	0	--
Education Not Reported	49	0.9	9	0.6	23	1.3	9	0.6	8	1.2	0	--
Parents' Income $30,000-$49,999												
Parents' Education												
Total	4,562		2,549		747		754		512		0	--
<High School	186	4.1	22	0.9	13	1.7	113	15.0	38	7.4	0	--
High School Graduate or Equivalent	688	15.1	357	14.0	104	13.9	162	21.5	65	12.7	0	--
Some College	1,664	36.5	943	37.0	300	40.2	287	38.1	134	26.2	0	--
Bachelor/4 Year Degree	1,052	23.0	654	25.6	170	22.8	99	13.1	129	25.2	0	--
Graduate Degree or Higher	949	20.8	558	21.9	157	21.0	90	11.9	144	28.1	0	--
Education Not Reported	23	0.5	15	0.6	3	0.4	3	0.4	2	0.4	0	--
Parents' Income $50,000-$59,999												
Parents' Education												
Total	1,806		1,281		208		190		127		0	--
<High School	12	0.7	7	0.6	0	0.0	3	1.6	2	1.6	0	--
High School Graduate or Equivalent	167	9.2	109	8.5	18	8.6	30	15.8	10	7.9	0	--
Some College	586	32.4	418	32.6	69	33.2	72	37.9	27	21.2	0	--
Bachelor/4 Year Degree	531	29.4	397	31.0	53	25.5	43	22.6	38	29.9	0	--
Graduate Degree or Higher	500	27.7	342	26.7	67	32.2	42	22.1	49	38.6	0	--
Education Not Reported	10	0.6	8	0.6	1	0.5	0	0.0	1	0.8	0	--

Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents' Income $60,000-$79,999												
Parents' Education												
Total	2,809		2,110		237		264		198		0	--
<High School	14	0.5	5	0.2	1	0.4	8	3.0	0	0.0	0	--
High School Graduate or Equivalent	168	6.0	124	5.9	11	4.7	29	11.0	4	2.0	0	--
Some College	689	24.5	518	24.6	63	26.6	79	29.9	29	14.7	0	--
Bachelor/4 Year Degree	929	33.1	716	33.9	79	33.3	70	26.5	64	32.3	0	--
Graduate Degree or Higher	999	35.5	740	35.1	82	34.6	76	28.8	101	51.0	0	--
Education Not Reported	10	0.4	7	0.3	1	0.4	2	0.8	0	0.0	0	--
Parents' Income $80,000-$100,000												
Parents' Education												
Total	1,404		1,134		86		93		91		0	--
<High School	7	0.5	3	0.3	0	0.0	2	2.1	2	2.2	0	--
High School Graduate or Equivalent	45	3.2	35	3.1	2	2.3	6	6.4	2	2.2	0	--
Some College	232	16.5	192	16.9	14	16.3	17	18.3	9	9.9	0	--
Bachelor/4 Year Degree	471	33.6	390	34.4	26	30.2	30	32.3	25	27.5	0	--
Graduate Degree or Higher	642	45.7	510	45.0	42	48.9	38	40.9	52	57.1	0	--
Education Not Reported	7	0.5	4	0.3	2	2.3	0	0.0	1	1.1	0	--
Parents' Income More than $100,000												
Parents' Education												
Total	1,618		1,390		38		70		120		0	--
<High School	7	0.4	5	0.3	0	0.0	0	0.0	2	1.7	0	--
High School Graduate or Equivalent	27	1.7	21	1.5	0	0.0	3	4.3	3	2.5	0	--
Some College	154	9.5	133	9.6	5	13.2	6	8.6	10	8.3	0	--
Bachelor/4 Year Degree	533	32.9	478	34.4	10	26.3	22	31.4	23	19.2	0	--
Graduate Degree or Higher	896	55.4	753	54.2	23	60.5	39	55.7	81	67.5	0	--
Education Not Reported	1	0.1	0	0.0	0	0.0	0	0.0	1	0.8	0	--
Parents' Income Not Reported												
Parents' Education												
Total	1,609		824		249		150		386		0	--
<High School	54	3.4	3	0.4	11	4.4	32	21.4	8	2.1	0	--
High School Graduate or Equivalent	170	10.6	71	8.6	53	21.3	29	19.3	17	4.4	0	--
Some College	321	19.9	188	22.8	79	31.7	30	20.0	24	6.2	0	--
Bachelor/4 Year Degree	321	19.9	242	29.4	37	14.9	15	10.0	27	7.0	0	--
Graduate Degree or Higher	351	21.8	245	29.7	36	14.5	23	15.3	47	12.2	0	--
Education Not Reported	392	24.4	75	9.1	33	13.2	21	14.0	263	68.1	0	--

Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Assessed Value												
$130,000 & over												
Parents' Income <$30,000												
Parents' Education												
Total	2,962		1,325		476		589		572		0	--
<High School	266	9.0	31	2.3	32	6.7	129	21.9	74	12.9	0	--
High School Graduate or Equivalent	533	18.0	201	15.2	110	23.1	132	22.4	90	15.7	0	--
Some College	1,012	34.2	491	37.1	180	37.8	200	34.0	141	24.7	0	--
Bachelor/4 Year Degree	610	20.6	347	26.2	77	16.2	57	9.7	129	22.6	0	--
Graduate Degree or Higher	522	17.6	251	18.9	72	15.1	65	11.0	134	23.4	0	--
Education Not Reported	19	0.6	4	0.3	5	1.1	6	1.0	4	0.7	0	--
Parents' Income $30,000-$49,999												
Parents' Education												
Total	3,518		2,293		347		415		463		0	--
<High School	60	1.7	13	0.6	4	1.2	26	6.3	17	3.7	0	--
High School Graduate or Equivalent	346	9.8	199	8.7	31	8.9	68	16.4	48	10.4	0	--
Some College	1,160	33.0	749	32.6	134	38.6	162	39.0	115	24.8	0	--
Bachelor/4 Year Degree	981	27.9	694	30.3	103	29.7	70	16.9	114	24.6	0	--
Graduate Degree or Higher	948	26.9	623	27.2	74	21.3	86	20.7	165	35.6	0	--
Education Not Reported	23	0.7	15	0.6	1	0.3	3	0.7	4	0.9	0	--
Parents' Income $50,000-$59,999												
Parents' Education												
Total	1,771		1,299		103		154		215		0	--
<High School	11	0.6	2	0.2	0	0.0	3	1.9	6	2.8	0	--
High School Graduate or Equivalent	109	6.1	73	5.6	3	2.9	19	12.3	14	6.5	0	--
Some College	452	25.5	339	26.1	30	29.1	50	32.5	33	15.3	0	--
Bachelor/4 Year Degree	566	32.0	428	33.0	27	26.2	42	27.3	69	32.1	0	--
Graduate Degree or Higher	628	35.5	454	34.9	43	41.8	39	25.3	92	42.8	0	--
Education Not Reported	5	0.3	3	0.2	0	0.0	1	0.7	1	0.5	0	--
Parents' Income $60,000-$79,999												
Parents' Education												
Total	3,030		2,309		173		228		320		0	--
<High School	9	0.3	4	0.2	1	0.6	1	0.4	3	0.9	0	--
High School Graduate or Equivalent	136	4.5	96	4.2	3	1.7	22	9.6	15	4.7	0	--
Some College	576	19.0	445	19.3	47	27.2	56	24.6	28	8.8	0	--
Bachelor/4 Year Degree	988	32.6	783	33.9	51	29.5	74	32.5	80	25.0	0	--
Graduate Degree or Higher	1,317	43.5	978	42.3	70	40.4	75	32.9	194	60.6	0	--
Education Not Reported	4	0.1	3	0.1	1	0.6	0	0.0	0	0.0	0	--

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Table 81, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Parents' Income $80,000-$100,000												
Parents' Education												
Total	1,971		1,634		64		113		160		0	--
<High School	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	--
High School Graduate or Equivalent	46	2.3	38	2.3	1	1.6	3	2.7	4	2.5	0	--
Some College	239	12.1	199	12.2	16	25.0	10	8.8	14	8.8	0	--
Bachelor/4 Year Degree	650	33.0	555	33.9	18	28.1	39	34.5	38	23.7	0	--
Graduate Degree or Higher	1,025	52.0	833	51.0	29	45.3	60	53.1	103	64.4	0	--
Education Not Reported	10	0.5	8	0.5	0	0.0	1	0.9	1	0.6	0	--
Parents' Income More than $100,000												
Parents' Education												
Total	2,810		2,420		46		135		209		0	--
<High School	4	0.1	1	0.0	0	0.0	1	0.7	2	1.0	0	--
High School Graduate or Equivalent	42	1.5	36	1.5	0	0.0	3	2.2	3	1.4	0	--
Some College	246	8.7	199	8.2	4	8.7	18	13.3	25	12.0	0	--
Bachelor/4 Year Degree	829	29.5	750	31.0	9	19.6	38	28.2	32	15.3	0	--
Graduate Degree or Higher	1,682	59.9	1,427	59.0	33	71.7	75	55.6	147	70.3	0	--
Education Not Reported	7	0.3	7	0.3	0	0.0	0	0.0	0	0.0	0	--
Parents' Income Not Reported												
Parents' Education												
Total	1,549		979		97		97		376		0	--
<High School	16	1.0	5	0.5	1	1.0	4	4.1	6	1.6	0	--
High School Graduate or Equivalent	96	6.2	54	5.5	20	20.6	16	16.5	6	1.6	0	--
Some College	206	13.3	144	14.7	15	15.4	23	23.7	24	6.4	0	--
Bachelor/4 Year Degree	354	22.9	288	29.4	18	18.6	20	20.7	28	7.5	0	--
Graduate Degree or Higher	496	32.0	392	40.1	18	18.6	17	17.5	69	18.3	0	--
Education Not Reported	381	24.6	96	9.8	25	25.8	17	17.5	243	64.6	0	--

Table 82: Number and Percent of Persons Less than 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree	4,060,526	78.3	1,759,603	66.8	567,765	88.2	1,658,760	92.8	74,398	60.8

Table 83: Number and Percent of Persons Under 25 Years of Age in Households in Texas that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than $35,000 by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons in Households that are Below the Poverty Level or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income <$35,000	4,278,791	82.5	1,907,686	72.4	591,529	91.9	1,693,933	94.8	85,643	70.0

Table 84: Number and Percent of Persons Under 25 Years of Age in Households in Texas that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income is Less than $35,000 by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Persons in Households that are at 200% of the Poverty Level or Below or whose Parents' Education Level is Less than a Bachelor's Degree or the Household Income <$35,000	4,284,946	82.6	1,910,389	72.5	592,610	92.1	1,695,914	94.9	86,033	70.3

Table 85: Number and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Total Number of Students	3,748,167		1,739,613		536,386		1,375,896		96,272	
Students who are Economically Disadvantaged or in Limited English Proficiency Programs	1,816,143	48.5	368,954	21.2	339,989	63.4	1,064,052	77.3	43,148	44.8
Students who are Not Economically Disadvantaged nor in Limited English Proficiency Programs	1,932,024	51.5	1,370,659	78.8	196,397	36.6	311,844	22.7	53,124	55.2

Table 86: Number* and Percent of Students in Texas who are Economically Disadvantaged or in the Less than $89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total Number of Students	3,742,608		1,737,049		535,572		1,373,904		96,083	
Students who are Economically Disadvantaged or in the <$89,952 Total Assessed Property Value per Student Category	1,952,557	52.2	472,022	27.2	353,673	66.0	1,092,649	79.5	34,213	35.6
Students who are Not Economically Disadvantaged or in the <$89,951 Total Assessed Property Value per Student Category	1,790,051	47.8	1,265,027	72.8	181,899	34.0	281,255	20.5	61,870	64.4

*Values may not sum to the state total due to missing values for some variables for some cases.

Table 87: Number* and Percent of Students in Texas in Limited English Proficiency Programs or in the Less than $89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Total	3,742,608		1,737,049		535,572		1,373,904		96,083	
Students in Limited English Proficiency Programs or in the <$89,952 Total Assessed Property Value per Student Category	959,626	25.6	164,623	9.5	46,830	8.7	720,721	52.5	27,452	28.6
Students Not in Limited English Proficiency Programs or in the <$89,951 Total Assessed Property Value per Student Category	2,782,982	74.4	1,572,426	90.5	488,742	91.3	653,183	47.5	68,631	71.4

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*Values may not sum to the state total due to missing values for some variables for some cases

Table 88: Number* and Percent of Students in Texas who are Economically Disadvantaged or in Limited English Proficiency Programs or in the Less than $89,952 Total Assessed Property Value per Student Category by Race/Ethnicity, 1995-96

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Total	3,742,608		1,737,049		535,572		1,373,904		96,083	
Students who are Economically Disadvantaged or in Limited English Proficiency Programs or in the <$89,952 Total Assessed Property Value per Student Category	2,002,352	53.5	474,653	27.3	354,239	66.1	1,128,249	82.1	45,211	47.1
Students who are Not Economically Disadvantaged Nor in Limited English Proficiency Programs Nor in the <$89,952 Total Assessed Property Value per Student Category	1,740,256	46.5	1,262,396	72.7	181,333	33.9	245,655	17.9	50,872	52.9

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*Values may not sum to the state total due to missing values for some variables for some cases.

Table 89: Students Completing the ACT*/SAT in Texas from School Districts with Assessed Residential Property Value of <$70,000 per Student or Parents' Education Level Less than a Bachelor's Degree or Parents with Less than $30,000 Income, 1995-96

	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Total	141,282		80,094		14,351		29,111		13,581		4,145	
Students Living in School Districts with Residential Assessed Value <$70,000 or Parents' Education <Bachelors or Parents' Income <$30,000	85,514	60.5	40,662	50.8	10,689	74.5	24,273	83.4	7,838	57.7	2,052	49.5
Students Not Living in School Districts with Residential Assessed Value <$70,000 or Parents' Education <Bachelors or Parents' Income	55,768	39.5	39,432	49.2	3,662	25.5	4,838	16.6	5,743	42.3	2,093	50.5

*ACT does not request information concerning parents' education.

Table 90: Comparison of Total Number of Persons, Minorities, and Blacks and Hispanics Eligible Using Alternative Criteria and Combinations of Criteria

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
	Exclusive Criteria								
49	Persons Under Age 25 by Household Income:								
	<$35,0000	4,110,671	61.8	2,408,493	75.5	58.6	2,322,891	76.5	56.5
50	Persons Under Age 25 by Poverty Status:								
	Poverty Level and Below	1,580,663	23.8	1,160,694	36.4	73.4	1,131,821	37.3	71.6
	101-149% Poverty	788,482	11.9	503,849	15.8	63.9	487,269	16.1	61.8
	150-200% Poverty	773,081	11.6	419,419	13.1	54.3	399,751	13.2	51.7
51	Persons Under Age 25 in Households with Children by Level of Parents' Education:								
	<High School Graduate	1,198,070	18.0	1,010,158	31.7	84.3	989,073	32.6	82.6
	High School Graduate	1,246,131	18.7	655,498	20.5	52.6	636,325	21.0	51.1
	Some College	1,567,717	23.6	610,418	19.1	38.9	580,133	19.1	37.0
	Bachelor's Degree or Higher	1,174,732	17.7	171,585	5.4	14.6	148,213	4.9	12.6
52	Persons Under Age 25 in Households with Children by Level of Parents' Education:								
	No College Degree	4,011,918	60.3	2,276,074	71.3	56.7	2,205,531	72.7	55.0
53	Persons Under Age 25 by Language Spoken at Home:								
	Language Other than English	1,511,406	22.7	1,397,986	43.8	92.5	1,319,050	43.5	87.3
54	Students by Property Value Per Student:								
	<$70,000	1,510,388	40.3	947,057	47.2	62.7	925,403	48.4	61.3
55	Students by Level of School Performance:								
	Low Performing	101,532	2.7	62,337	3.[illegible]	61.4	60,443	3.2	59.5

Table 90, continued

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
56	Students by Responsibility Status:								
	Single Parent Students	2,489	0.1	1,903	0.1	76.5	1,889	0.1	75.9
	Pregnant Teen Students	1,666	0.0	1,183	0.1	71.0	1,170	0.1	70.2
	Work Study Students	2,340	0.1	643	0.0	27.5	628	0.0	26.8
57	Total Population Under Age 25 by Economic Region:								
	South Texas and Upper Rio Grande Regions	1,582,403	23.8	1,175,610	36.8	74.3	1,159,585	38.2	73.3
58	Total Population Under Age 25 by Metropolitan Status:								
	Metropolitan Central City	4,619,198	69.4	2,477,121	77.6	53.6	2,354,485	77.6	50.9
59	Students Taking the ACT or SAT by Test Score:								
	≤820 on ACT	17,091	33.9	9,799	48.3	57.3	9,060	52.7	53.0
	≤820 on SAT	16,969	19.6	11,584	31.5	68.3	9,580	36.5	56.5
60	Students Taking the ACT/SAT by Test Scores above 1140 by Parents' Income:								
	<$30,000	5,072	3.7	2,108	3.4	41.6	1,410	3.2	27.8
	>$100,000	3,940	2.9	669	1.2	17.0	261	0.6	6.6
61	Persons Under Age 25 Below Poverty Level by Level of Parents' Education:								
	Parents without College Degree	1,207,802	18.2	953,822	29.9	79.0	938,157	30.9	77.7
62	Persons Under Age 25 in Single Parent Households:								
	Below Poverty Level	553,776	8.3	441,043	13.8	79.6	434,329	14.3	78.4

Table 90, continued

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
63	Persons Under Age 25 Below Poverty Level:								
	Speaking Language Other than English at Home	571,267	8.6	553,143	17.3	96.8	535,978	17.7	93.8
64	Persons Under Age 25 in Single Parent Households:								
	Parent without College Degree	1,013,609	15.2	690,992	21.7	68.2	677,830	22.3	66.9
65	Persons Under Age 25 with Parents without College Degree:								
	Speaking Language Other than English at Home	1,081,753	16.3	1,030,397	32.3	95.3	995,392	32.8	92.0
66	Persons Under Age 25 in Single Parent Households:								
	Speaking Language Other than English at Home	249,528	3.8	237,150	7.4	95.0	231,017	7.6	92.6
67	Persons Under Age 25 in Single Parent Households Below Poverty Level:								
	Parents without College Degree	541,735	8.1	434,950	13.6	80.3	428,994	14.1	79.2
68	Persons Under Age 25 Below Poverty Level Parents without College Degree:								
	Speaking Language other than English at Home	467,200	7.0	457,887	14.3	98.0	449,395	14.8	96.2
69	Persons Under Age 25 in Single Parent Households Below Poverty Level:								
	Speaking Language Other than English at Home	156,308	2.3	152,756	4.8	97.7	150,025	4.9	96.0
70	Persons Under 25 in Single Parent Households Parents without College Degree:								
	Speaking Language Other than English at Home	239,929	3.6	229,677	7.2	95.7	224,772	7.4	93.7

Table 90, continued

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
71	Persons Under 25 in Single Parent Households Below Poverty Level Parents without College Degree:								
	Speaking Language Other than English at Home	153,808	2.3	150,532	4.7	97.9	148,228	4.9	96.4
72	Students who are Economically Disadvantaged	1,754,401	46.8	1,388,276	69.1	79.1	1,356,331	70.9	77.3
73	Students Participating in Limited English Proficiency Program	479,576	12.8	473,347	23.6	98.7	449,596	23.5	93.7
74	Students in School Districts with an Assessed Property Value <$72,126	398,876	10.6	329,610	16.4	82.6	326,823	17.1	81.9
75	Students Participating in Limited English Proficiency Program and are Economically Disadvantaged	417,834	11.1	414,434	20.6	99.2	401,886	21.0	96.2
76	Students in School Districts with <$72,126 Assessed Property Value and are Economically Disadvantaged	299,079	8.0	273,173	13.6	91.3	271,924	14.2	90.9
77	Students in School Districts with <$72,126 Assessed Property Value and are in Limited English Proficiency Programs	116,256	3.1	115,741	5.8	99.6	115,388	6.0	99.3
78	Students in School Districts with <$72,126 Assessed Property Value who are Economically Disadvantaged and Participate in Limited English Proficiency Programs	107,778	2.9	107,374	5.3	99.6	107,165	5.6	99.4
79	Students Taking the ACT/SAT by Assessed Value of Residential Property in School Districts by Parents' Income:								
	Property Value per Student <$70,000 Parents' Income <$30,000	19,055	13.9	13,508	23.7	70.9	12,129	27.9	63.7
	Property Value per Student >$130,000 Parents' Income >$100,000	3,569	2.6	498	0.9	14.0	233	0.5	6.5

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Table 90, continued

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
80	Students Taking the SAT in School Districts with Assessed Value of Residential Property <$70,000 by Parents' Education:								
	<High School	2,559	1.9	2,322	4.1	90.7	2,142	4.9	83.7
	High School Graduate/Equivalent	4,378	3.2	2,488	4.4	56.8	2,248	5.2	51.3
	Some College	7,402	5.3	3,549	6.2	47.9	3,141	7.2	42.4
	Bachelor's Degree and Above	7,604	5.5	2,786	4.9	36.6	2,145	4.9	28.2
81	Students Taking the SAT by Property Value of School District by Parents' Income by Parents' Educational Level:								
	Property Value per Student <$50,000 Parents' Income <$30,000 <Bachelor's Degree	3,618	4.2	2,936	8.0	81.1	2,775	10.6	76.7
	Property Value per Student $130,000 or more Parents' Income >$100,000 <Bachelor's Degree	292	0.3	56	0.2	19.2	23	0.1	7.9
	Additive Criteria								
82	Persons Under Age 25 in Households at or below Poverty or Parents' Education Less than Bachelor's Degree	4,060,526	61.0	2,300,923	72.1	56.7	2,226,525	73.4	54.8
83	Persons Under Age 25 in Households at or below Poverty Level or Parents' Education Level is Less than Bachelor's Degree or Household Income <$35,000	4,278,791	64.3	2,371,105	74.3	55.4	2,285,462	75.3	53.4
84	Persons Under Age 25 in Households that are 200% of Poverty Level or Below or whose Parents' Education is Less than Bachelor's Degree or Household Income is <$35,000	4,284,946	64.4	2,374,557	74.4	55.4	2,288,524	75.4	53.4
85	Students who are Economically Disadvantaged or in the Limited English Proficiency Program	1,816,143	48.5	1,447,189	72.1	79.7	1,404,041	73.4	77.3

Table 90, continued

Table Number	Criteria	Number of Eligibles	Percent of Applicable Population	Number of Minority Eligibles	Percent of Applicable Minority Population	Percent of Eligibles who are Minority	Number of Black or Hispanic Eligibles	Percent of Applicable Black and Hispanic Population	Percent of Eligibles who are Black or Hispanic
86	Students who are Economically Disadvantaged or in the Less than $89,952 Total Assessed Property Value Category	1,952,557	52.1	1,480,535	73.7	75.8	1,446,322	75.6	74.1
87	Students in the Limited English Proficiency Program or in the Less than $89,952 Total Assessed Property Value Category	959,626	25.6	795,003	39.6	82.8	767,551	40.1	80.0
88	Students who are Economically Disadvantaged or in the Limited English Proficiency Program or in the Less than $89,952 Total Assessed Property Value Category	2,002,352	53.4	1,527,699	76.1	76.3	1,482,488	77.5	74.0
89	Students Completing the ACT/SAT with School District Assessed Residential Property Value <$70,000 or Parents' Education <Bachelor's or Parents' Income <$30,000	85,514	62.4	42,800	75.0	50.1	34,962	80.4	40.9

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Table 91: Enrollment of Texas Residents in Texas Public Colleges and Universities by Race/Ethnicity and Institution Type, Fall 1995

Institution Type	Anglo		Black		Hispanic		Other		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%
Universities	253,512	66.1	36,517	9.5	72,572	18.9	20,866	5.5	383,467	100
Community and Technical Colleges	240,215	59.5	41,606	10.3	104,426	25.8	17,697	4.4	403,944	100
Health Related Institutions	11,223	72.1	690	4.4	1,796	11.6	1,851	11.9	15,560	100
Total	504,950	62.9	78,813	9.8	178,794	22.3	40,414	5.0	802,971	100

Table 92: Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

Year	Public College Enrollment by Ethnic Group Anglo	Black	Hispanic	Other	Total
			All Scenarios		
1990	506,374	67,822	138,419	25,640	738,255
			Assuming Rates of Net Migration Equal to One-Half of Those of 1980-90		
1995	493,162	70,393	155,639	28,446	747,640
1996	488,251	70,541	158,237	28,856	745,885
1997	485,807	70,999	161,243	29,432	747,481
1998	488,151	71,936	165,030	30,175	755,292
1999	493,136	73,081	169,612	31,026	766,855
2000	495,230	73,712	173,164	31,732	773,838
2001	499,411	74,546	177,289	32,468	783,714
2002	502,452	75,293	181,307	33,190	792,242
2003	504,655	75,935	185,167	33,868	799,625
2004	506,420	76,478	189,099	34,428	806,425
2005	504,702	76,597	191,966	34,760	808,025
2010	495,528	79,509	211,840	36,893	823,770
2015	479,118	82,016	240,738	40,694	842,566
2020	457,719	82,395	260,254	42,795	843,163
2025	442,582	83,510	279,866	45,372	851,330
2030	434,247	85,535	301,945	48,830	870,557
			Assuming Rates of Net Migration Equal to Those of 1980-90		
1995	500,728	71,460	164,762	32,128	769,078
1996	497,059	71,853	169,413	33,403	771,728
1997	495,685	72,559	174,521	34,871	777,636
1998	499,129	73,760	180,546	36,583	790,018
1999	505,301	75,209	187,521	38,486	806,517
2000	508,627	76,138	193,638	40,355	818,758
2001	513,961	77,237	200,216	42,247	833,661
2002	518,153	78,244	206,747	44,156	847,300
2003	521,467	79,135	213,106	46,001	859,709
2004	524,274	79,897	219,492	47,699	871,362
2005	523,539	80,207	224,753	49,101	877,600
2010	518,358	83,953	255,140	55,506	912,957
2015	507,921	87,716	300,747	66,069	962,453
2020	493,046	89,526	341,477	77,542	1,001,591
2025	482,524	92,048	383,846	91,013	1,049,431
2030	477,911	95,384	429,740	107,722	1,110,757
			Assuming Rates of Net Migration Equal to 1.25 of 1980-90		
1995	504,557	71,999	169,495	34,092	780,143
1996	501,520	72,517	175,259	35,878	785,174
1997	500,708	73,348	181,527	37,889	793,472
1998	504,722	74,692	188,804	40,200	808,418
1999	511,512	76,295	197,126	42,787	827,720
2000	515,483	77,379	204,706	45,418	842,986
2001	521,410	78,620	212,721	48,101	860,852
2002	526,218	79,766	220,730	50,820	877,534
2003	530,112	80,788	228,591	53,493	892,984
2004	533,470	81,670	236,459	56,036	907,635
2005	533,259	82,085	243,181	58,254	916,779
2010	530,221	86,273	280,179	68,211	964,884
2015	523,004	90,711	336,228	84,258	1,034,201
2020	511,737	93,325	391,105	104,272	1,100,439
2025	503,866	96,653	449,477	128,740	1,178,736
2030	501,434	100,721	512,806	159,805	1,274,766

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Table 93: Percent of Public College Enrollment in Texas by Race/Ethnicity in 1990 and Projections of the Percent of Public College Enrollment in Texas by Race/Ethnicity from 1995 to 2030 Under Alternative Assumptions of Age-Specific Net Migration

	Percent Public College Enrollment by Ethnic Group			
Year	Anglo	Black	Hispanic	Other
	All Scenarios			
1990	68.6	9.2	18.7	3.5
	Assuming Rates of Net Migration Equal to One-Half of Those of 1980-90			
1995	66.0	9.4	20.8	3.8
1996	65.5	9.4	21.2	3.9
1997	65.0	9.5	21.6	3.9
1998	64.6	9.5	21.9	4.0
1999	64.3	9.5	22.1	4.1
2000	64.0	9.5	22.4	4.1
2001	63.7	9.5	22.6	4.2
2002	63.4	9.5	22.9	4.2
2003	63.1	9.5	23.2	4.2
2004	62.8	9.5	23.4	4.3
2005	62.5	9.5	23.7	4.3
2010	60.2	9.6	25.7	4.5
2015	56.8	9.8	28.6	4.8
2020	54.3	9.8	30.8	5.1
2025	52.0	9.8	32.9	5.3
2030	49.9	9.8	34.7	5.6
	Assuming Rates of Net Migration Equal to Those of 1980-90			
1995	65.1	9.3	21.4	4.2
1996	64.4	9.3	22.0	4.3
1997	63.8	9.3	22.4	4.5
1998	63.2	9.3	22.9	4.6
1999	62.7	9.3	23.2	4.8
2000	62.1	9.3	23.7	4.9
2001	61.6	9.3	24.0	5.1
2002	61.2	9.2	24.4	5.2
2003	60.7	9.2	24.8	5.3
2004	60.1	9.2	25.2	5.5
2005	59.7	9.1	25.6	5.6
2010	56.8	9.2	27.9	6.1
2015	52.8	9.1	31.2	6.9
2020	49.2	8.9	34.1	7.8
2025	46.0	8.7	36.6	8.7
2030	43.0	8.6	38.7	9.7
	Assuming Rates of Net Migration Equal to 1.25 of 1980-90			
1995	64.7	9.2	21.7	4.4
1996	63.9	9.2	22.3	4.6
1997	63.1	9.2	22.9	4.8
1998	62.4	9.2	23.4	5.0
1999	61.8	9.2	23.8	5.2
2000	61.1	9.2	24.3	5.4
2001	60.6	9.1	24.7	5.6
2002	60.0	9.1	25.1	5.8
2003	59.4	9.0	25.6	6.0
2004	58.8	9.0	26.0	6.2
2005	58.2	8.9	26.5	6.4
2010	55.0	8.9	29.0	7.1
2015	50.6	8.8	32.5	8.1
2020	46.5	8.5	35.5	9.5
2025	42.8	8.2	38.1	10.9
2030	39.3	7.9	40.2	12.6

Table 94: Percentage of Students in Texas by TASP Score Category and Race/Ethnicity Percentaged Within Subject Area and Race/Ethnicity Group, 1994-95

Range of Scores*	Anglo	Black	Hispanic	Other	Total
Math:					
<200	7.81	25.76	16.98	4.99	11.41
200-229	15.06	25.19	22.23	8.78	17.38
230-260	27.61	25.53	28.49	20.97	27.37
261-280	25.12	14.92	18.88	27.11	22.84
281-300	24.40	8.60	13.42	38.15	21.00
N=**	511,629	66,936	199,440	35,062	813,067
Reading:					
<200	3.19	12.51	9.54	12.95	5.95
200-229	7.56	17.82	16.91	12.63	10.94
230-260	27.90	35.78	35.80	27.62	30.49
261-280	35.74	23.86	26.27	27.93	32.08
281-300	25.61	10.03	11.48	18.87	20.54
N=**	516,947	68,704	203,238	34,888	823,777
Writing:					
<200	6.89	19.82	15.88	19.07	10.60
200-219	13.52	20.42	18.77	16.69	15.48
220-240	56.58	48.40	51.39	45.07	54.20
241-270	17.70	9.39	11.52	14.40	15.40
271-300	5.31	1.97	2.44	4.77	4.32
N=**	506,741	65,076	192,343	30,907	795,067

---

*Note: Prior to 1995, a score of 220 was passing for all 3 skills. Since then, a score of 230 is passing for reading and math, but a score of 220 is still passing for writing.

**The "N" for all subject areas is not the same due to students who complete only one or two of the three test subjects.

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Table 95: Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Metropolitan Status, 1994-95

Subject Area	Texas	Metropolitan Central City	Metropolitan Suburban	Non-Metropolitan Adjacent	Non-Metropolitan Non-Adjacent
Math:					
Anglo	253.59	254.65	254.52	249.23	249.81
Black	227.04	227.36	230.38	221.68	224.16
Hispanic	237.89	238.02	245.54	233.53	235.72
Other	264.36	264.37	266.60	259.11	257.71
Reading:					
Anglo	262.13	263.15	262.33	258.85	258.70
Black	241.72	242.22	243.33	237.64	235.65
Hispanic	245.80	246.10	252.84	240.75	242.37
Other	247.86	245.99	258.06	254.55	253.92
Writing:					
Anglo	240.55	240.92	240.67	239.22	239.46
Black	224.55	224.79	227.19	220.72	221.73
Hispanic	228.87	228.85	233.18	227.08	227.79
Other	229.50	228.22	236.84	232.54	228.02

Table 96: Mean TASP Test Scores for Students in Texas by Race/Ethnicity and Economic Region, 1994-95

Subject Area	Texas	High Plains	Northwest	Metroplex	Upper East Texas	Southeast Texas	Gulf Coast	Central Texas	South Texas	West Texas	Upper Rio Grande
Math:											
Anglo	253.59	253.47	251.38	253.13	247.90	248.95	254.79	258.35	255.13	250.66	248.08
Black	227.04	228.03	225.82	225.43	225.28	225.47	226.65	232.31	233.95	223.33	224.45
Hispanic	237.89	238.83	236.76	240.41	240.11	243.28	243.86	247.45	236.47	236.60	232.32
Other	264.36	259.07	258.31	261.13	260.55	262.47	268.83	267.18	261.31	256.66	251.17
Reading:											
Anglo	262.13	260.99	259.75	262.90	259.20	259.12	261.97	265.08	262.46	260.56	261.37
Black	241.72	241.08	241.83	241.43	238.39	238.08	241.64	244.83	247.19	237.00	244.77
Hispanic	245.80	247.82	244.66	250.75	246.61	249.35	251.83	254.55	243.69	244.06	241.69
Other	247.86	254.39	250.26	239.70	255.20	249.35	252.72	247.71	256.78	255.53	250.29
Writing:											
Anglo	240.55	241.05	239.42	241.13	239.35	238.63	239.39	242.45	241.09	240.23	240.68
Black	224.55	225.33	226.81	224.90	223.01	223.66	223.40	226.88	228.64	221.14	227.47
Hispanic	228.87	231.96	230.65	231.09	228.40	233.64	230.75	233.88	227.90	228.31	226.64
Other	229.50	233.21	230.08	225.15	233.70	224.73	231.77	229.78	234.74	231.51	232.52

Table 97: Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Metropolitan Status, 1995-96

Type of Financial Aid	Texas	Metropolitan		Non-Metropolitan	
		Central City	Suburban	Adjacent	Non-Adjacent
Means for all Students Receiving Aid:	$4,384.28	$4,351.50	$4,734.26	$4,266.08	$4,264.67
Grants and Scholarships	1,616.68	1,621.90	1,529.56	1,634.77	1,714.22
Work Study	118.00	116.62	96.65	136.79	143.99
Loans	2,647.35	2,610.87	3,105.88	2,491.64	2,403.69
Other Aid	2.25	2.12	2.16	2.88	2.78
N =	271,772	190,750	33,852	33,307	13,863
Means for Minorities Receiving Financial Aid:	3,616.97	3,532.82	4,185.46	3,844.11	3,854.26
Grants and Scholarships	1,724.50	1,711.55	1,766.26	1,753.00	1,853.95
Work Study	130.97	123.65	137.10	170.51	170.11
Loans	1,760.16	1,696.13	2,281.47	1,919.56	1,829.99
Other Aid	1.34	1.49	0.63	1.04	0.21
N =	127,480	101,865	7,925	12,899	4,791

Table 98: Student Financial Aid by Type with Means for all Aid Recipients and for Minority Recipients in Texas by Economic Region, 1995-96

Type of Financial Aid	Texas	High Plains	Northwest	Metroplex	Upper East Texas	Southeast Texas	Gulf Coast	Central Texas	South Texas	West Texas	Upper Rio Grande
Means for All Students Receiving Aid:	$4,384.28	$4,459.42	$4,846.74	$5,033.09	$3,966.70	$3,635.70	$4,529.28	$4,872.35	$4,018.19	$4,304.14	$3,143.02
Grants and Scholarships	1,616.68	1,517.84	1,685.84	1,547.06	1,708.64	1,648.97	1,598.93	1,487.66	1,690.15	1,534.66	1,772.09
Work Study	118.00	117.56	116.26	125.63	104.59	131.14	88.50	86.29	145.50	124.24	133.77
Loans	2,647.35	2,823.10	3,042.20	3,377.81	2,147.14	1,854.80	2,840.63	3,296.22	2,179.29	2,643.46	1,236.63
Other Aid	2.25	0.93	2.44	2.59	5.68	0.77	1.23	2.19	3.25	1.77	0.53
N =	271,772	13,513	8,192	53,394	13,205	9,380	58,779	23,138	64,906	8,456	18,809
Means for Minorities Receiving Financial Aid:	3,616.97	3,647.58	4,721.44	4,338.71	3,728.58	3,394.54	3,567.36	4,042.07	3,544.93	3,833.92	2,902.27
Grants and Scholarships	1,724.50	1,635.69	1,930.05	1,708.17	1,950.49	1,911.79	1,761.25	1,624.28	1,684.69	1,682.39	1,779.10
Work Study	130.97	117.42	146.02	125.03	122.93	151.64	89.30	98.67	154.33	170.80	137.29
Loans	1,760.16	1,894.48	2,645.37	2,504.73	1,653.60	1,331.11	1,716.32	2,317.93	1,703.27	1,980.73	985.58
Other Aid	1.34	0.00	0.00	0.79	1.56	0.00	0.50	1.19	2.65	0.00	0.30
N =	127,480	4,028	1,416	15,847	3,202	2,807	25,186	6,859	48,203	3,428	16,504

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Figure 1
Comptroller's Economic Regions

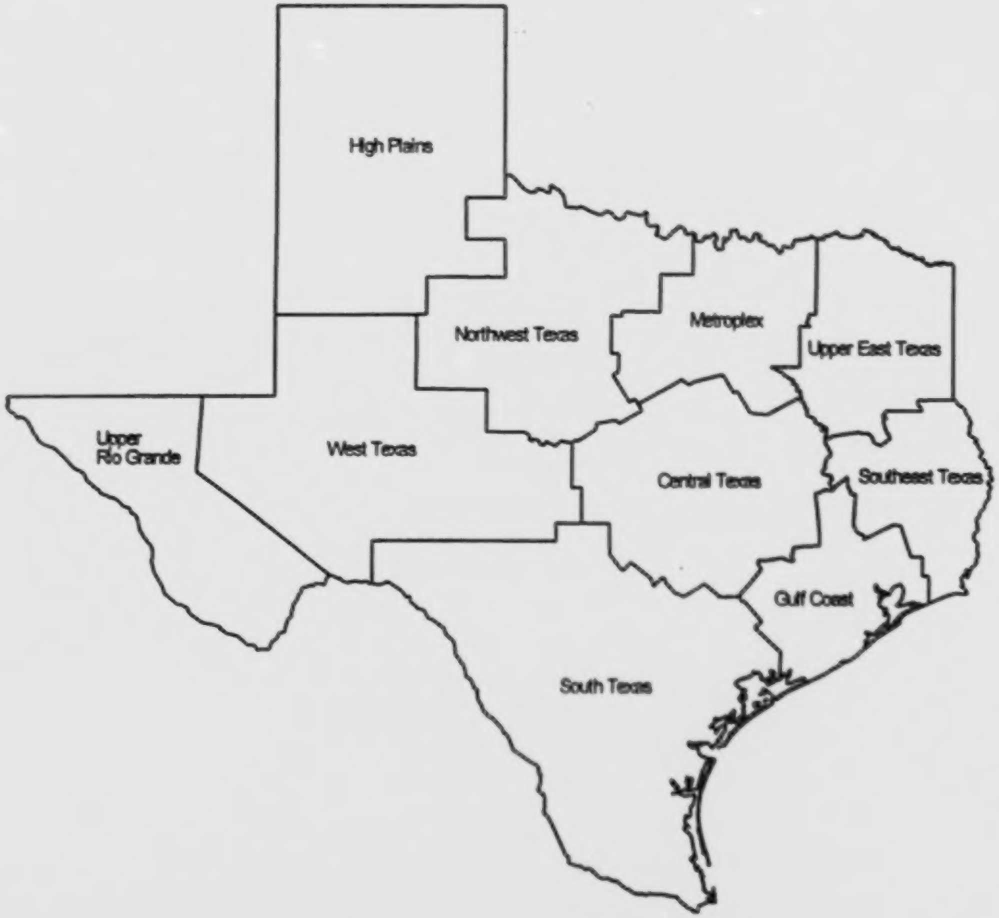
High Plains
Northwest Texas
Metroplex
Upper East Texas
Upper Rio Grande
West Texas
Central Texas
Southeast Texas
Gulf Coast
South Texas

Figure 2
Texas Counties by Metropolitan Status, 1992

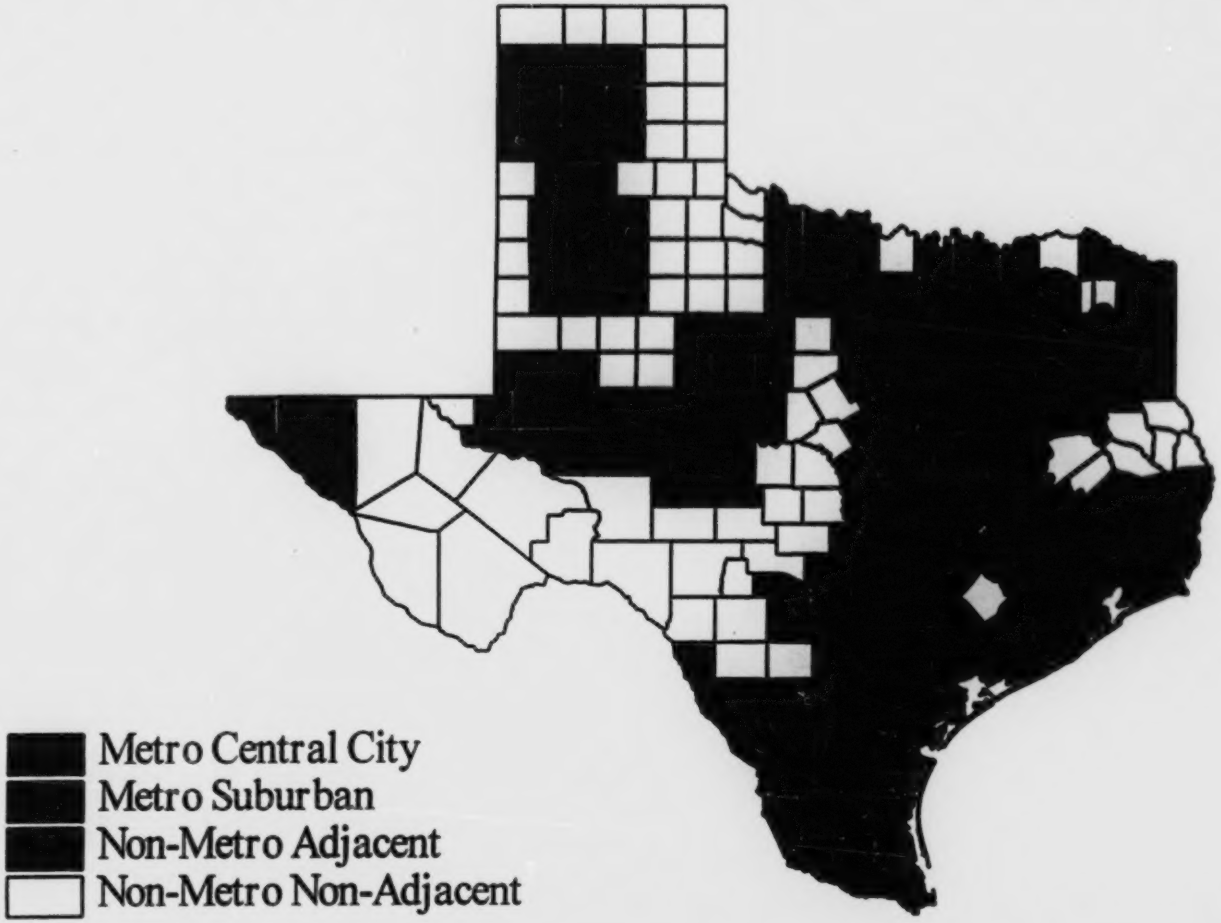
■ Metro Central City
■ Metro Suburban
■ Non-Metro Adjacent
□ Non-Metro Non-Adjacent

Figure 3
Percent of Total Population in 1990 in Texas by Economic Region

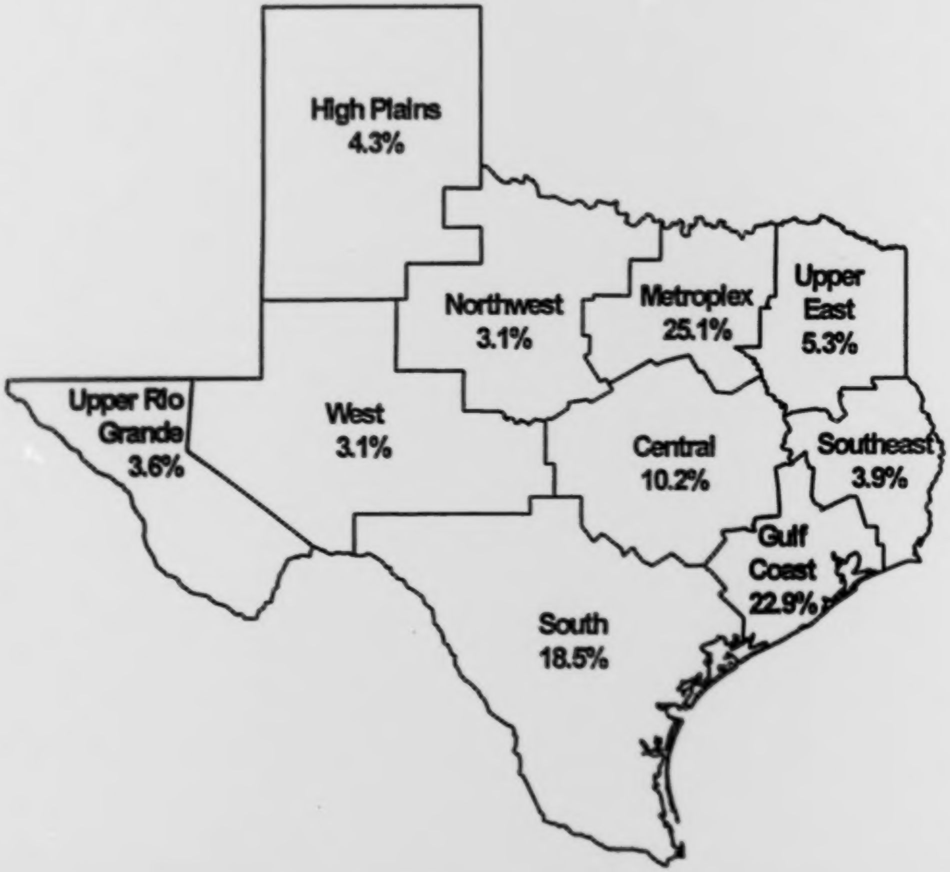
High Plains
4.3%
Northwest
3.1%
Metroplex
25.1%
Upper East
5.3%
Upper Rio Grande
3.6%
West
3.1%
Central
10.2%
Southeast
3.9%
Gulf Coast
22.9%
South
18.5%

Figure 4
Percent of Persons <25 in 1990 in Texas by Economic Region

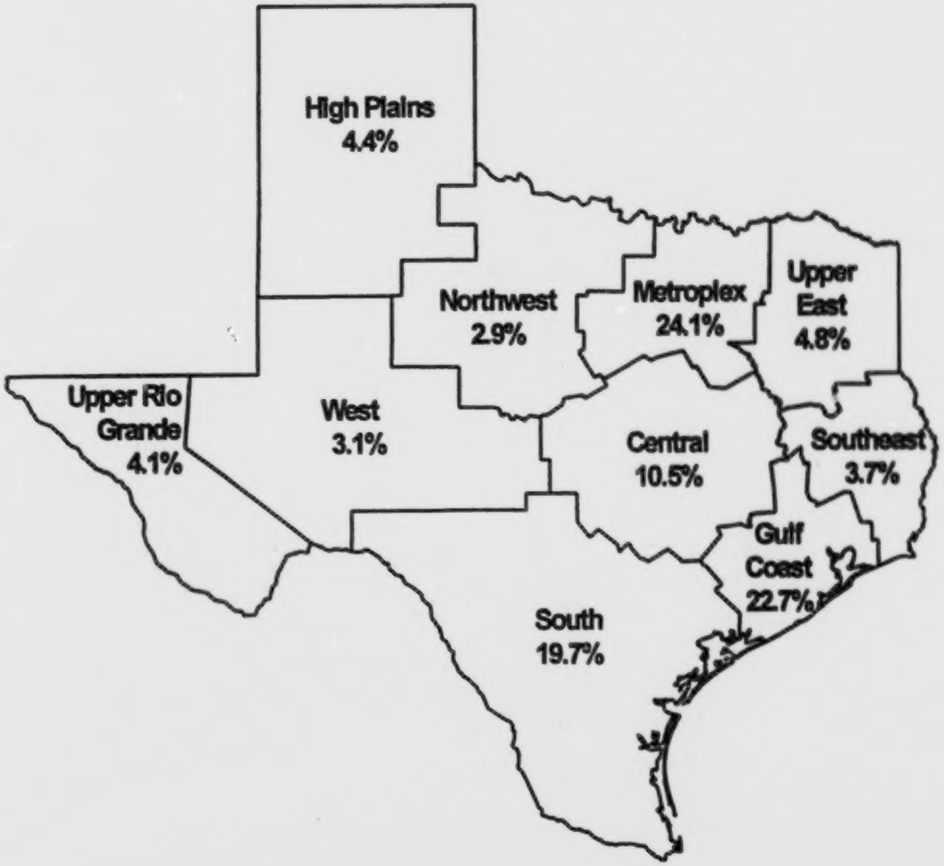
High Plains
4.4%
Northwest
2.9%
Metroplex
24.1%
Upper East
4.8%
Upper Rio Grande
4.1%
West
3.1%
Central
10.5%
Southeast
3.7%
Gulf Coast
22.7%
South
19.7%

Figure 5
Percent of Persons in Poverty in 1990 in Texas by Economic Region

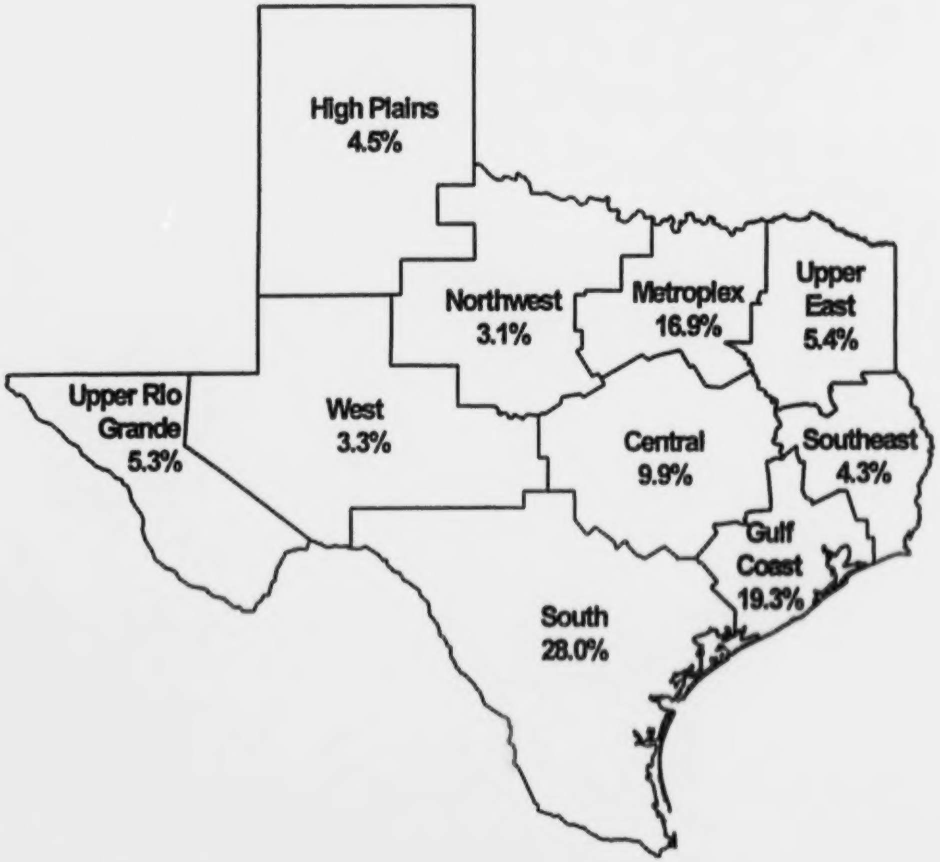
High Plains
4.5%
Northwest
3.1%
Metroplex
16.9%
Upper
East
5.4%
Upper Rio
Grande
5.3%
West
3.3%
Central
9.9%
Southeast
4.3%
Gulf
Coast
19.3%
South
28.0%

Figure 6
Percent of Persons in Poverty Who are Minority in 1990 in Texas by Economic Region

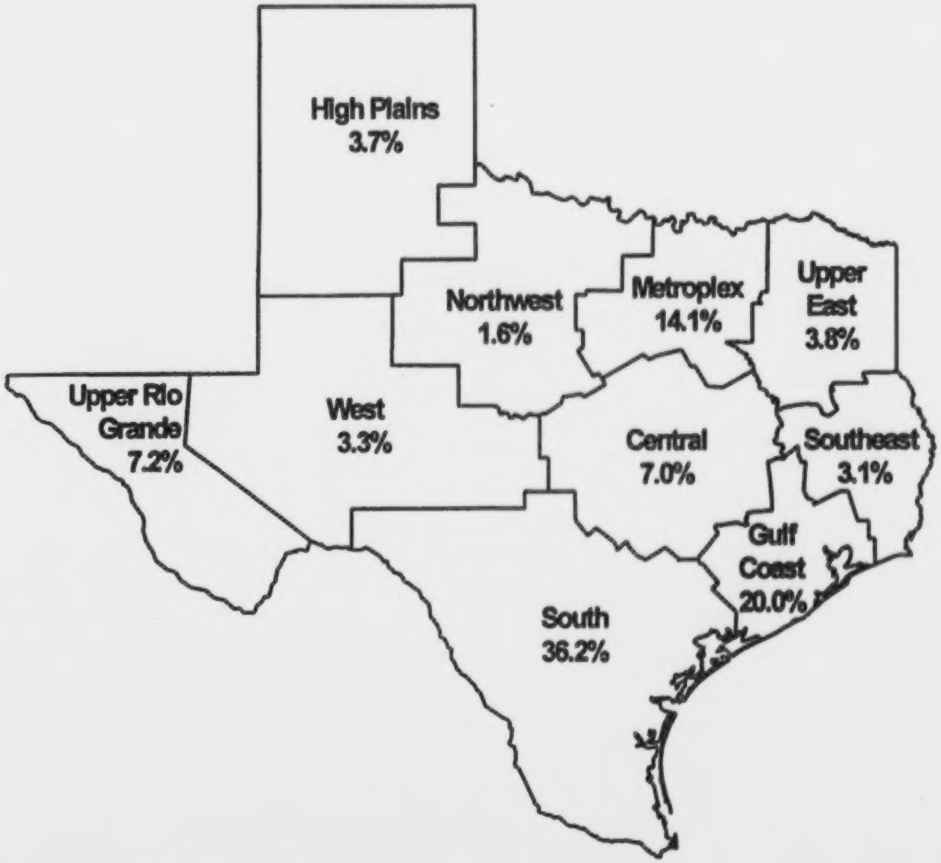
High Plains
3.7%
Northwest
1.6%
Metroplex
14.1%
Upper
East
3.8%
Upper Rio
Grande
7.2%
West
3.3%
Central
7.0%
Southeast
3.1%
Gulf
Coast
20.0%
South
36.2%

Figure 7
Percent of Persons <25 in Poverty in 1990 in Texas by Economic Region

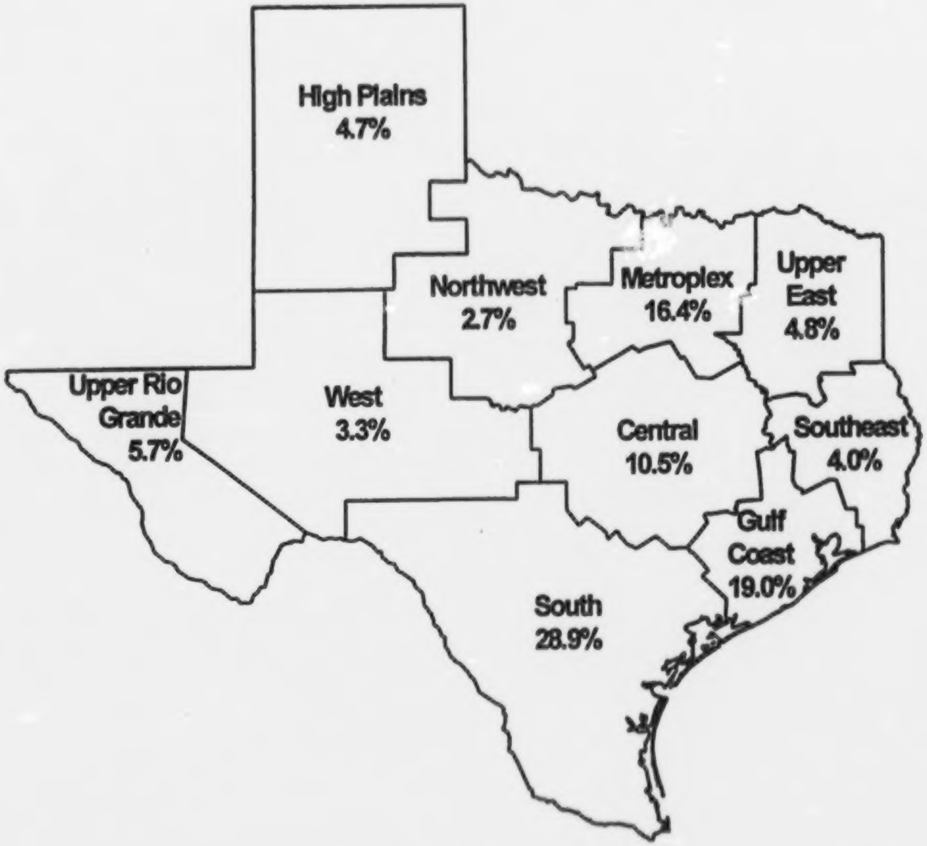
High Plains
4.7%
Northwest
2.7%
Metroplex
16.4%
Upper
East
4.8%
Upper Rio
Grande
5.7%
West
3.3%
Central
10.5%
Southeast
4.0%
Gulf
Coast
19.0%
South
28.9%

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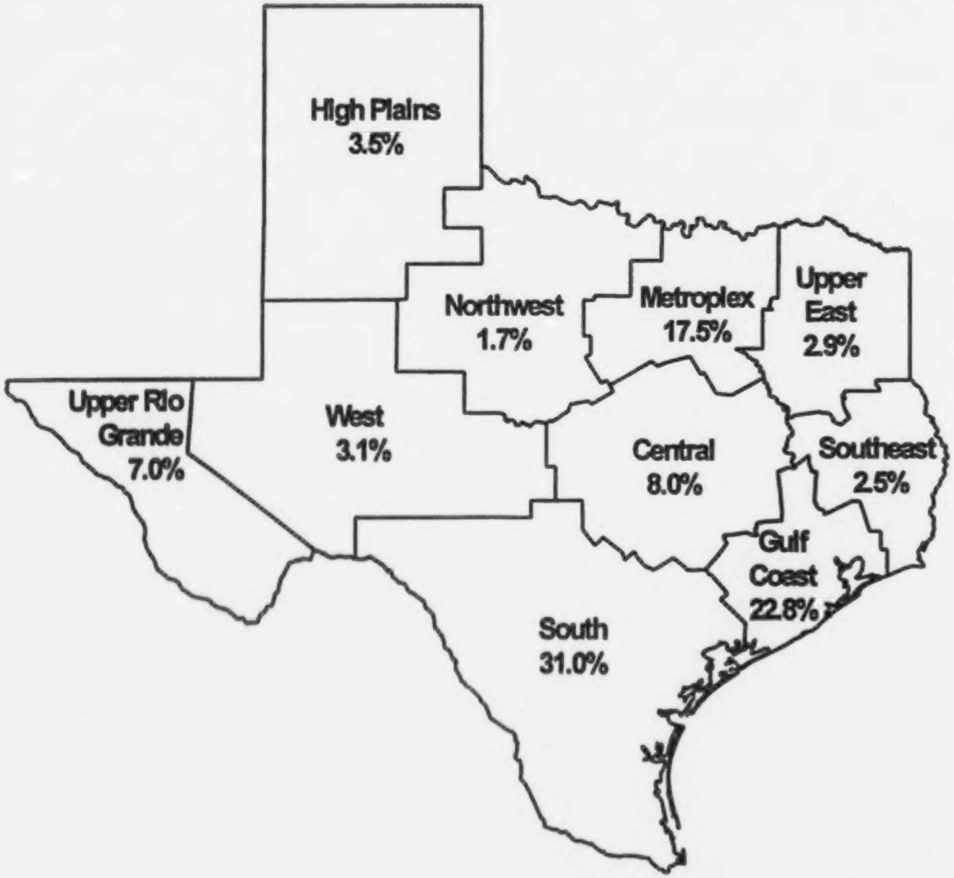
Figure 8
Percent of Persons <25 Who are Minority in 1990 in Texas by Economic Region


High Plains
3.5%
Northwest
1.7%
Metroplex
17.5%
Upper East
2.9%
Upper Rio Grande
7.0%
West
3.1%
Central
8.0%
Southeast
2.5%
Gulf Coast
22.8%
South
31.0%

523

524

Figure 9
Percent of Persons <25 in Poverty Who are Minority in 1990 in Texas by Economic Region

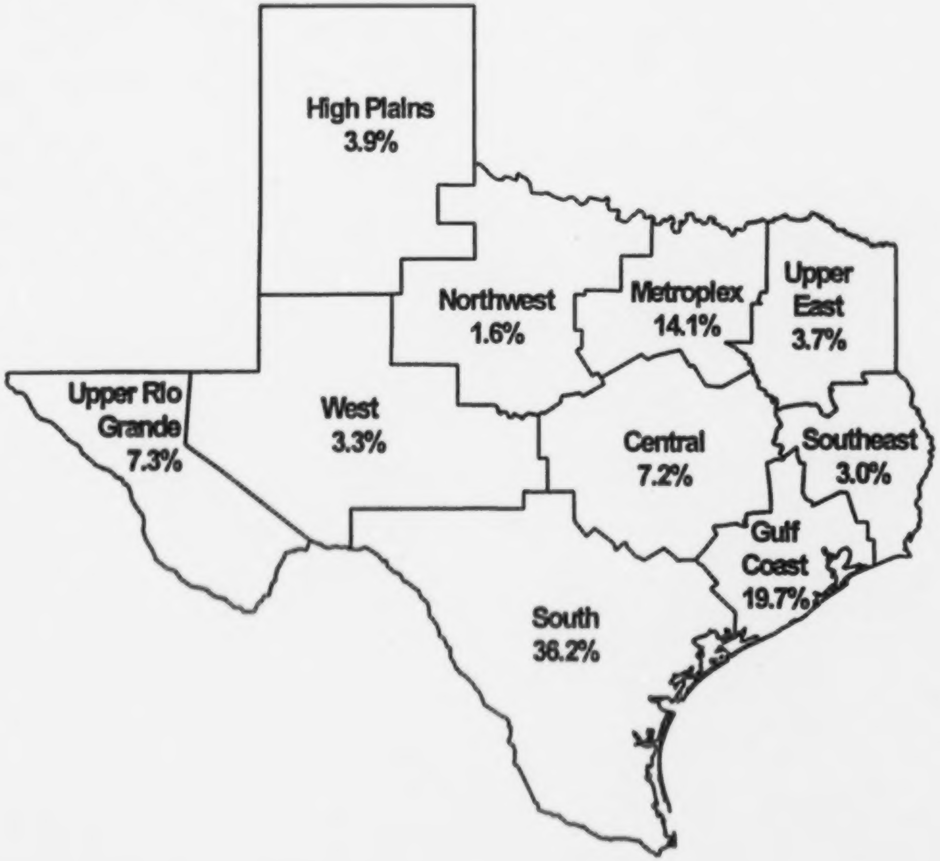

High Plains
3.9%
Northwest
1.6%
Metroplex
14.1%
Upper East
3.7%
Upper Rio Grande
7.3%
West
3.3%
Central
7.2%
Southeast
3.0%
Gulf Coast
19.7%
South
36.2%

Figure 10
Percent of Persons Without a College Degree in 1990 in Texas by Economic Region

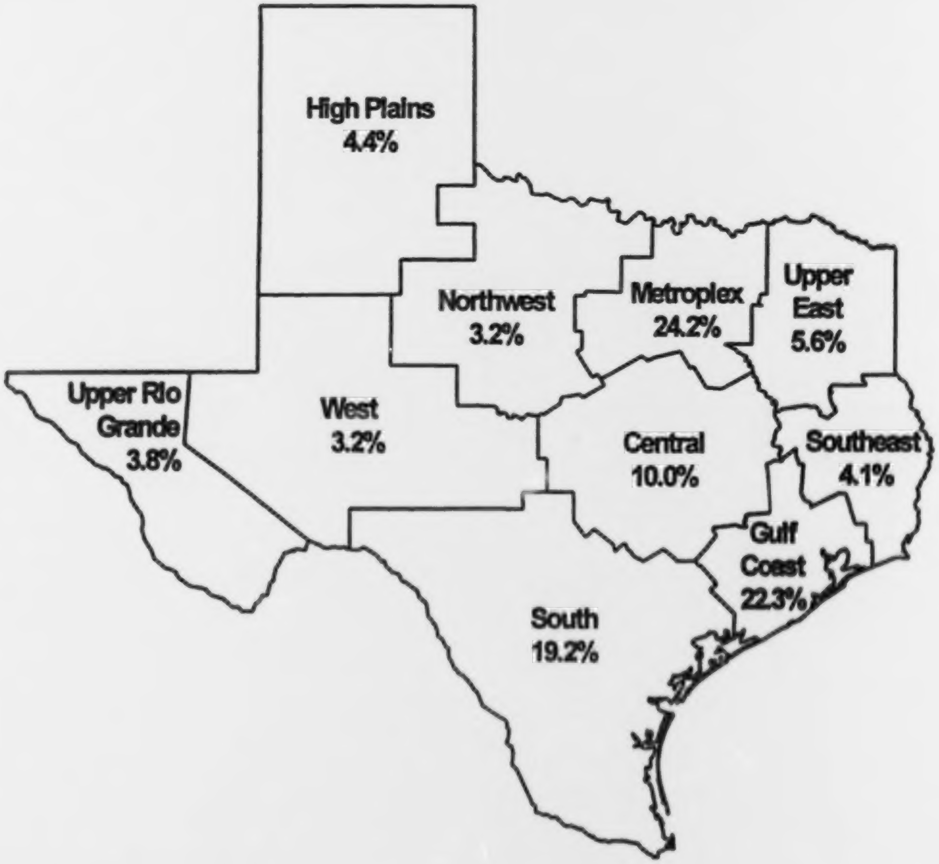

High Plains
4.4%
Northwest
3.2%
Metroplex
24.2%
Upper
East
5.6%
Upper Rio
Grande
3.8%
West
3.2%
Central
10.0%
Southeast
4.1%
Gulf
Coast
22.3%
South
19.2%

Figure 11
Percent of Persons Without a College Degree Who are Minority in 1990 in Texas by Economic Region

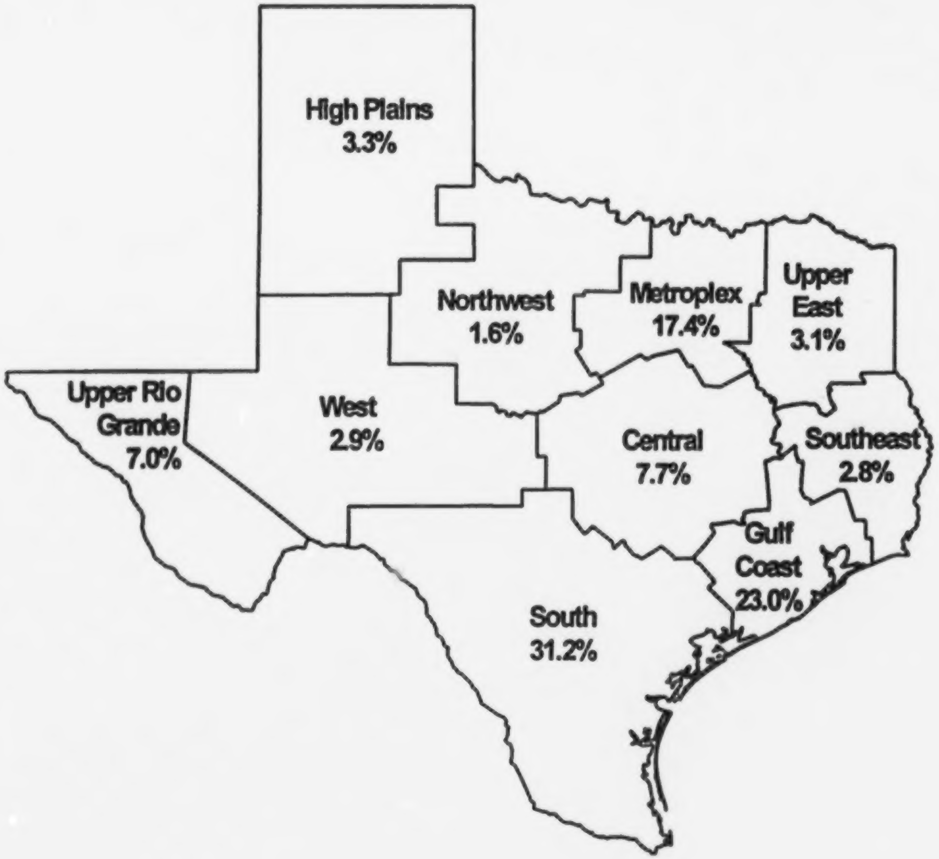

High Plains
3.3%
Northwest
1.6%
Metroplex
17.4%
Upper
East
3.1%
Upper Rio
Grande
7.0%
West
2.9%
Central
7.7%
Southeast
2.8%
Gulf
Coast
23.0%
South
31.2%

Figure 12
Percent of Persons in Single Parent Households in 1990 in Texas by Economic Region

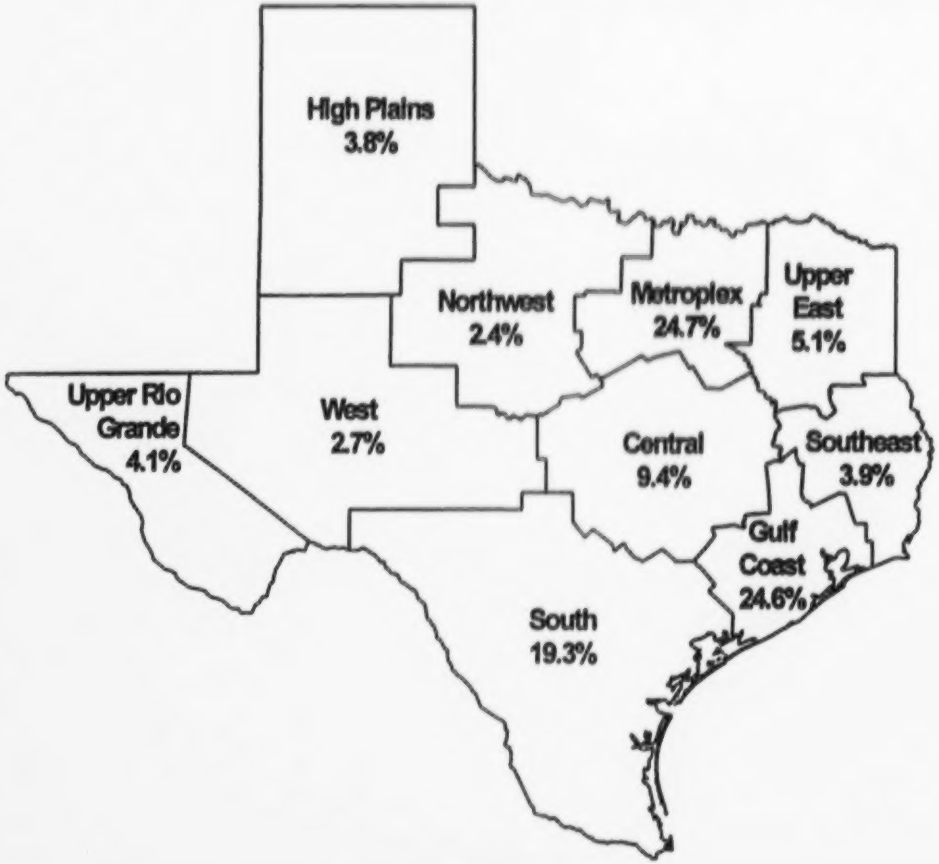

High Plains
3.8%
Northwest
2.4%
Metroplex
24.7%
Upper
East
5.1%
Upper Rio
Grande
4.1%
West
2.7%
Central
9.4%
Southeast
3.9%
Gulf
Coast
24.6%
South
19.3%

Figure 13
Percent of Persons in Single Parent Households Who are Minority in 1990 in Texas by Economic Region

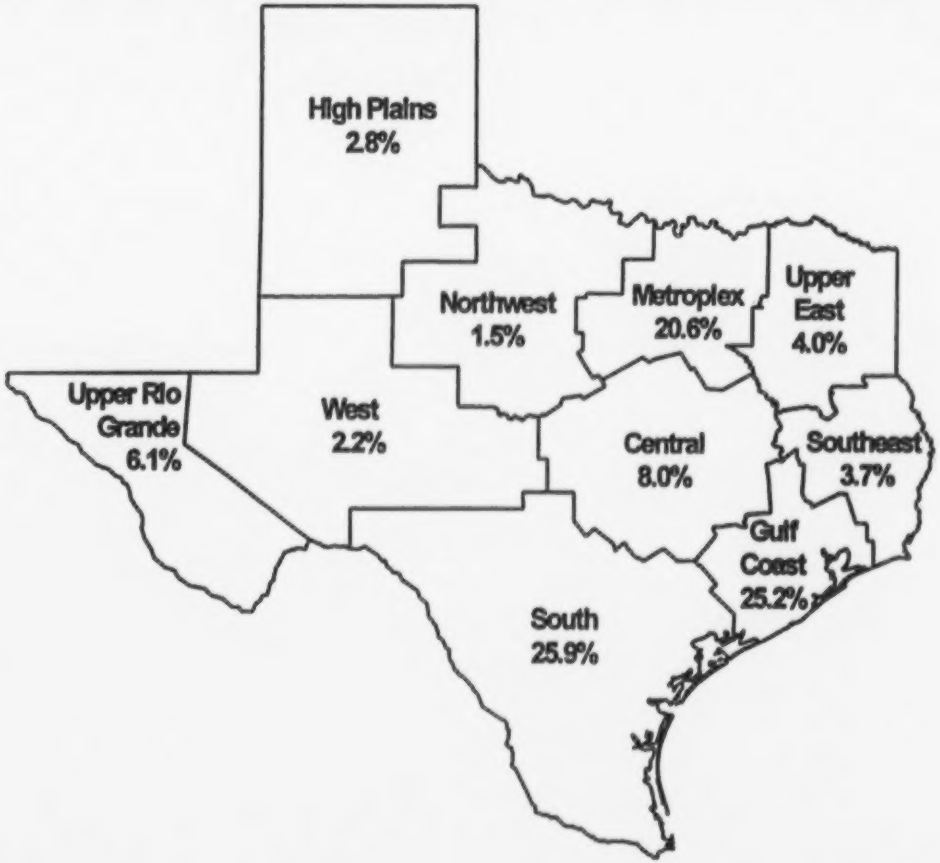

High Plains
2.8%
Northwest
1.5%
Metroplex
20.6%
Upper
East
4.0%
Upper Rio
Grande
6.1%
West
2.2%
Central
8.0%
Southeast
3.7%
Gulf
Coast
25.2%
South
25.9%

Figure 14
Percent of Persons <25 in Single Parent Households in 1990 in Texas by Economic Region

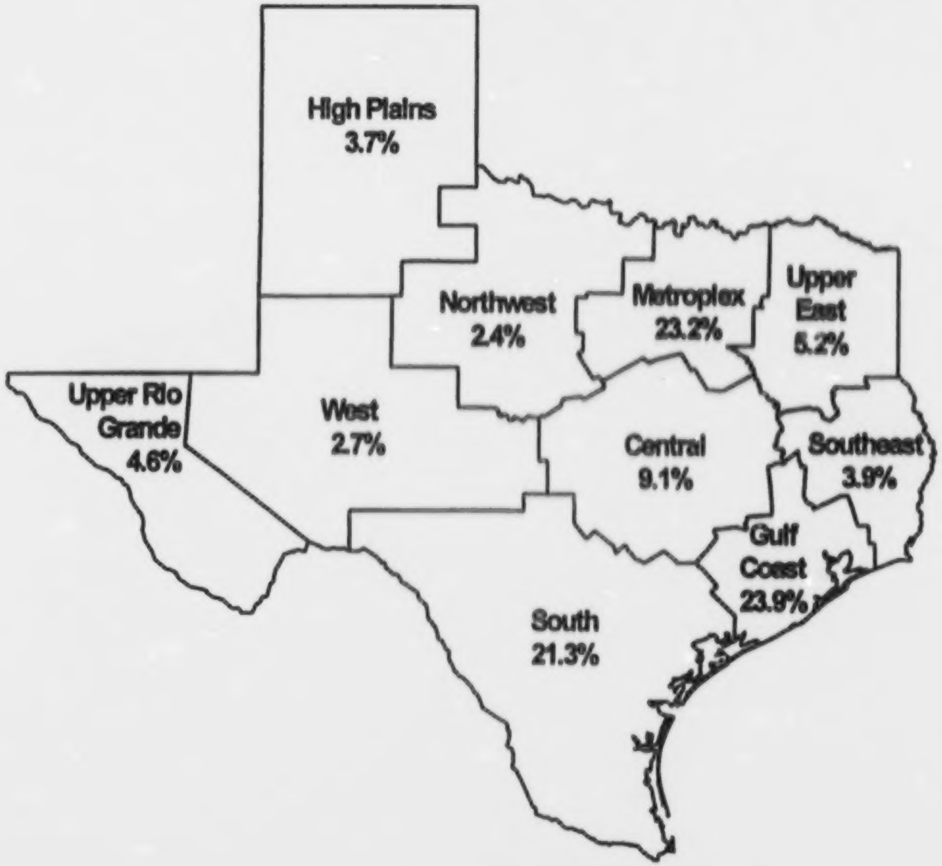

High Plains
3.7%
Northwest
2.4%
Metroplex
23.2%
Upper East
5.2%
Upper Rio Grande
4.6%
West
2.7%
Central
9.1%
Southeast
3.9%
Gulf Coast
23.9%
South
21.3%

Figure 15
Percent of Persons <25 in Single Parent Households Who are Minority in 1990 in Texas by Economic Region

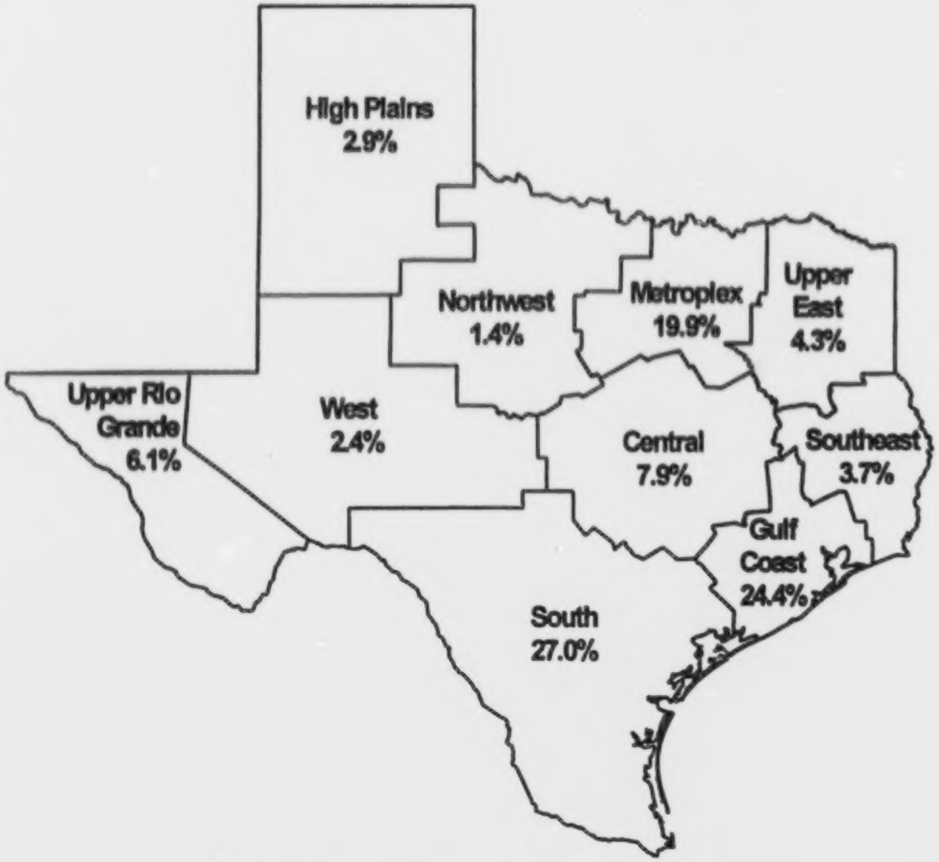

High Plains
2.9%
Northwest
1.4%
Metroplex
19.9%
Upper East
4.3%
Upper Rio Grande
6.1%
West
2.4%
Central
7.9%
Southeast
3.7%
Gulf Coast
24.4%
South
27.0%

Figure 16
Percent of Students Enrolled in Elementary and Secondary Schools in Texas in 1995-96 by Economic Region

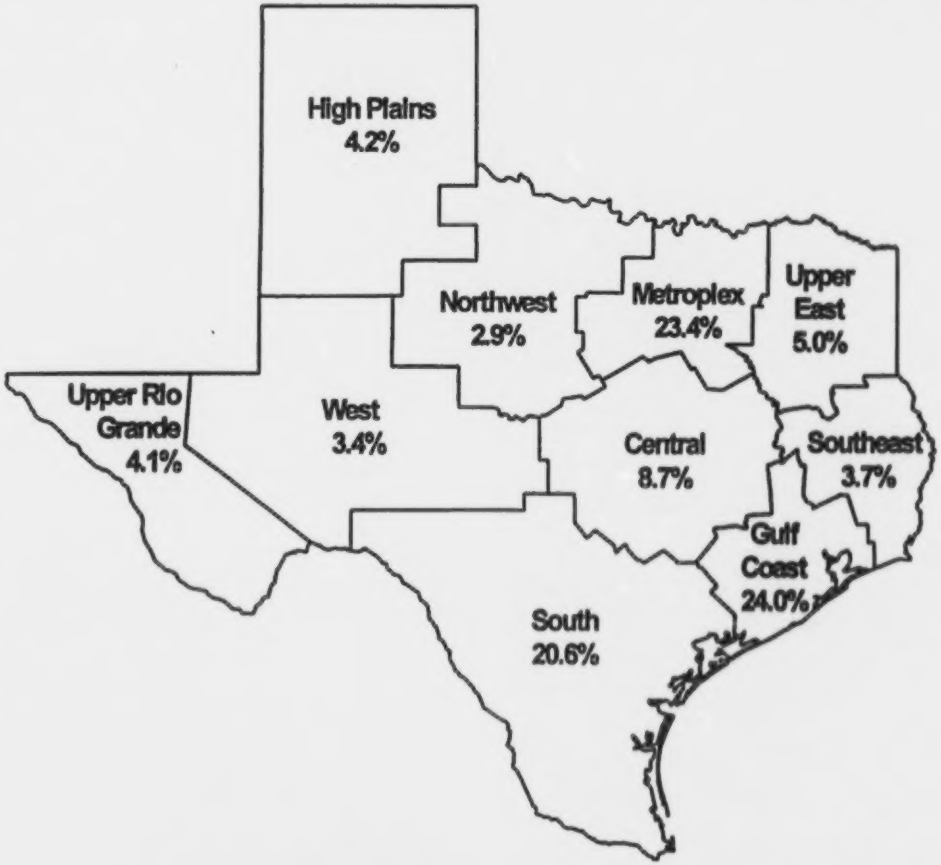

High Plains
4.2%
Northwest
2.9%
Metroplex
23.4%
Upper East
5.0%
Upper Rio Grande
4.1%
West
3.4%
Central
8.7%
Southeast
3.7%
Gulf Coast
24.0%
South
20.6%

Figure 17

Percent of Students Enrolled in Elementary and Secondary Schools in 1995-96 by Race/Ethnicity and Economic Region in Texas

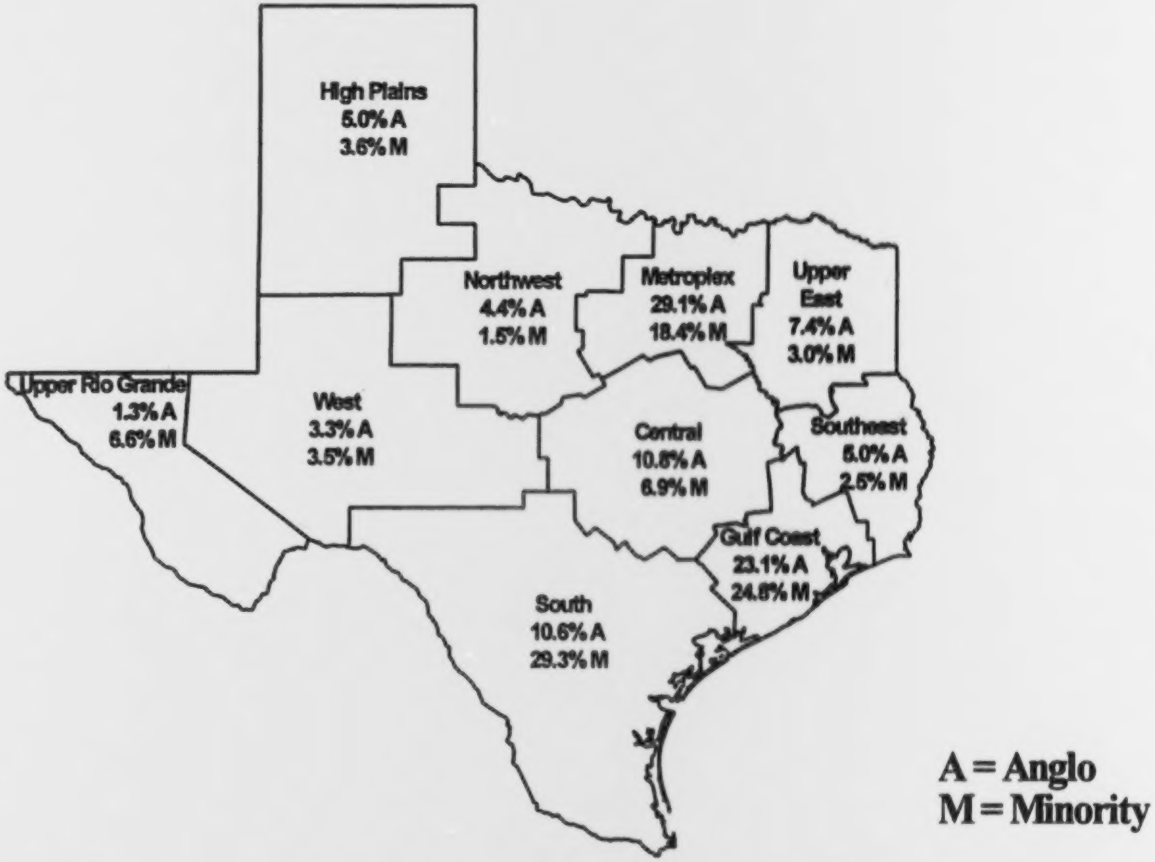
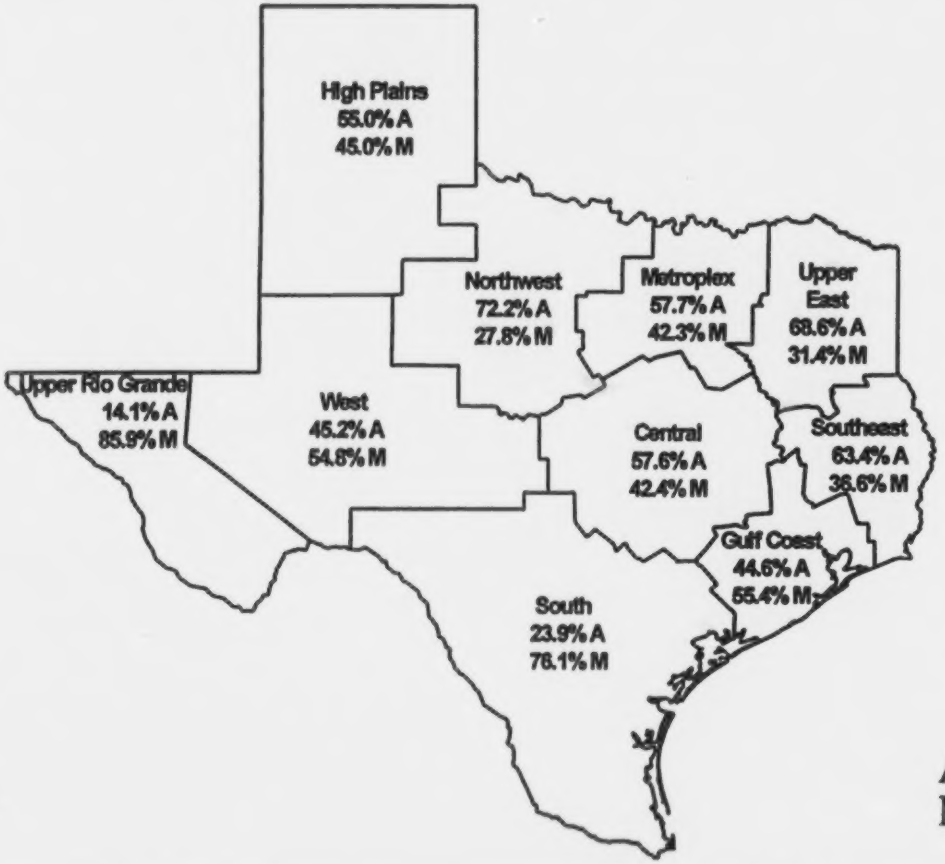

High Plains
5.0% A
3.6% M
Northwest
4.4% A
1.5% M
Metroplex
29.1% A
18.4% M
Upper East
7.4% A
3.0% M
Upper Rio Grande
1.3% A
6.6% M
West
3.3% A
3.5% M
Central
10.8% A
6.9% M
Southeast
5.0% A
2.5% M
Gulf Coast
23.1% A
24.8% M
South
10.6% A
29.3% M
A = Anglo
M = Minority

Figure 18

Percent of Students Enrolled in Elementary and Secondary Schools in Each Economic Region in Texas in 1995-96 by Race/Ethnicity


High Plains
55.0% A
45.0% M
Northwest
72.2% A
27.8% M
Metroplex
57.7% A
42.3% M
Upper East
68.6% A
31.4% M
Upper Rio Grande
14.1% A
85.9% M
West
45.2% A
54.8% M
Central
57.6% A
42.4% M
Southeast
63.4% A
36.6% M
Gulf Coast
44.6% A
55.4% M
South
23.9% A
76.1% M

Texas
46.4% A
53.6% M

A = Anglo
M = Minority

Figure 19

Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Economic Region in Texas

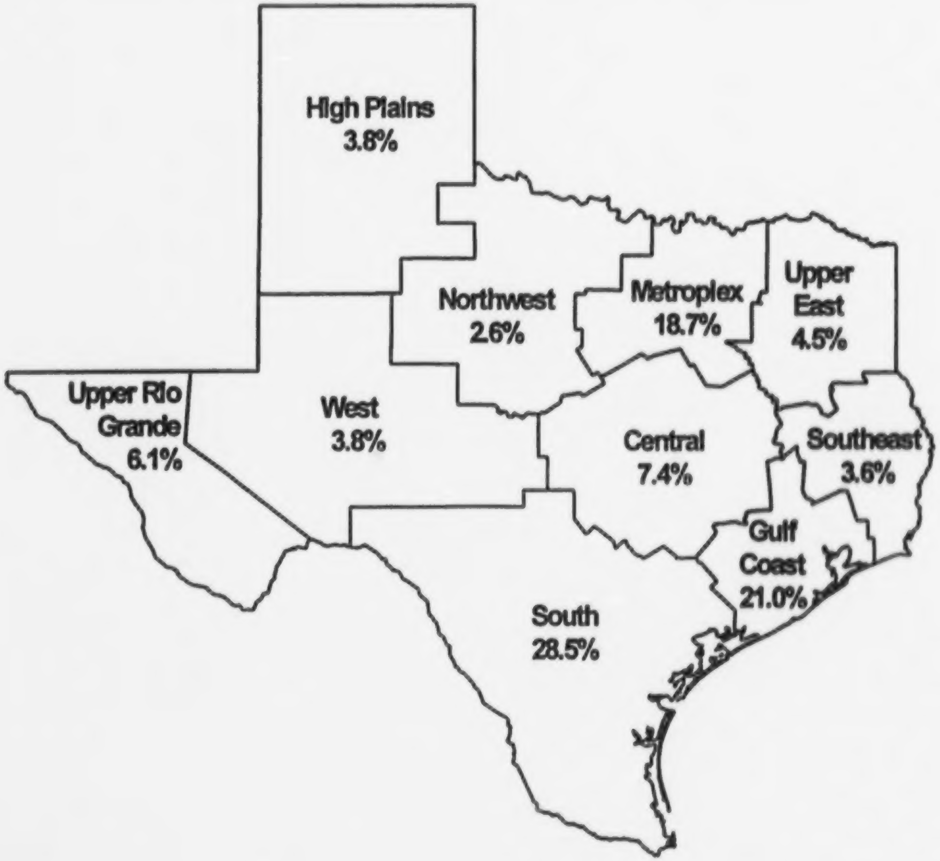

High Plains
3.8%
Northwest
2.6%
Metroplex
18.7%
Upper East
4.5%
Upper Rio Grande
6.1%
West
3.8%
Central
7.4%
Southeast
3.6%
Gulf Coast
21.0%
South
28.5%

Figure 20

Percent of Economically Disadvantaged Elementary and Secondary Students in 1995-96 by Race/Ethnicity and Economic Region in Texas

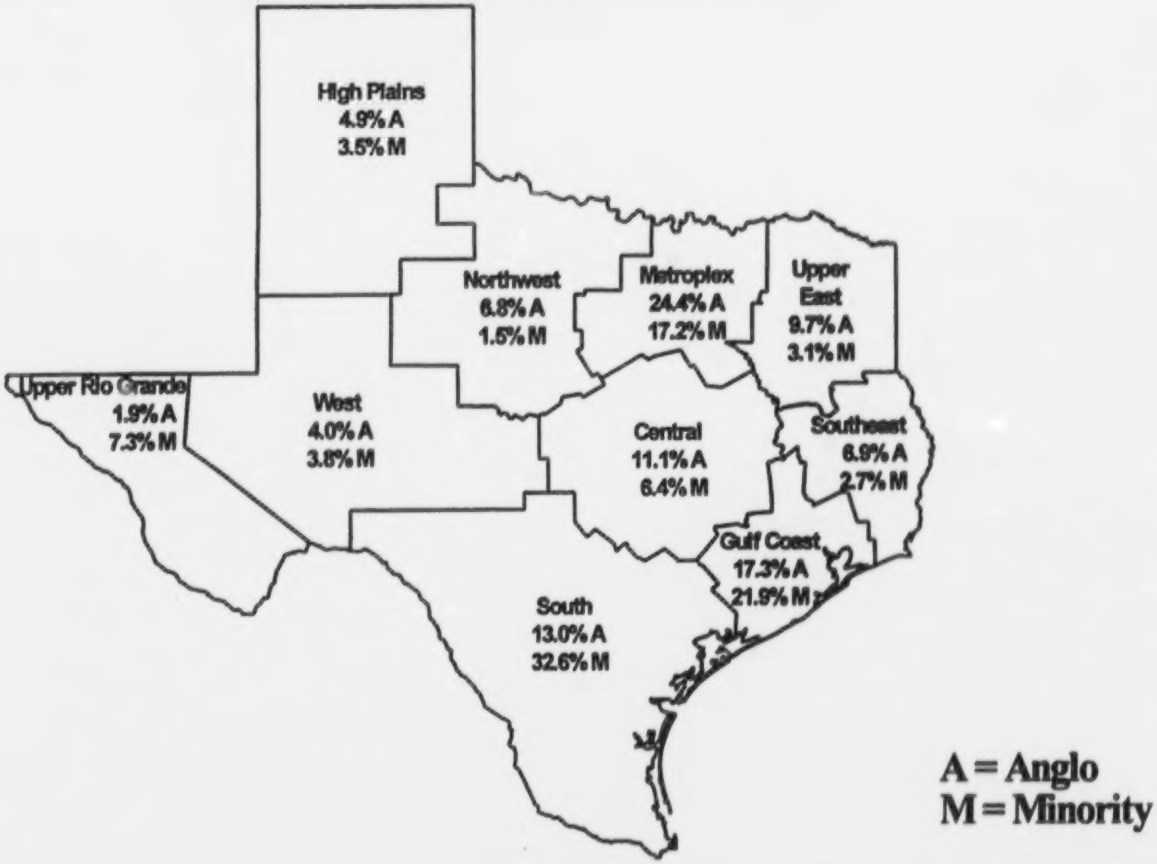

High Plains
4.9% A
3.5% M
Northwest
6.8% A
1.5% M
Metroplex
24.4% A
17.2% M
Upper East
9.7% A
3.1% M
Upper Rio Grande
1.9% A
7.3% M
West
4.0% A
3.8% M
Central
11.1% A
6.4% M
Southeast
6.9% A
2.7% M
Gulf Coast
17.3% A
21.9% M
South
13.0% A
32.6% M
A = Anglo
M = Minority

Figure 21
Percent of Economically Disadvantaged Elementary and Secondary Students in Each Economic Region in Texas in 1995-96 by Race/Ethnicity

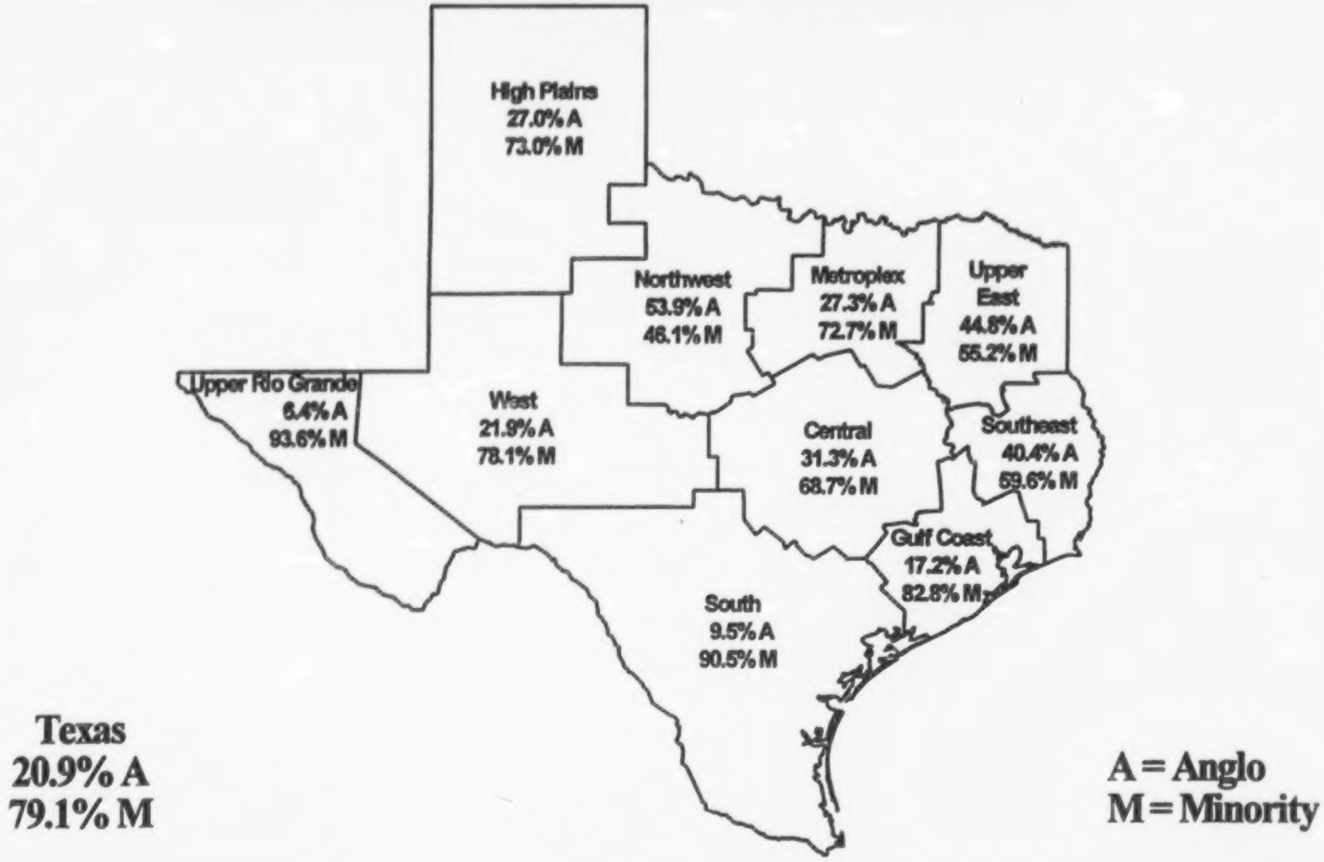

High Plains
27.0% A
73.0% M
Northwest
53.9% A
46.1% M
Metroplex
27.3% A
72.7% M
Upper East
44.8% A
55.2% M
Upper Rio Grande
6.4% A
93.6% M
West
21.9% A
78.1% M
Central
31.3% A
68.7% M
Southeast
40.4% A
59.6% M
Gulf Coast
17.2% A
82.8% M
South
9.5% A
90.5% M
Texas
20.9% A
79.1% M
A = Anglo
M = Minority

Figure 22

Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Economic Region in Texas

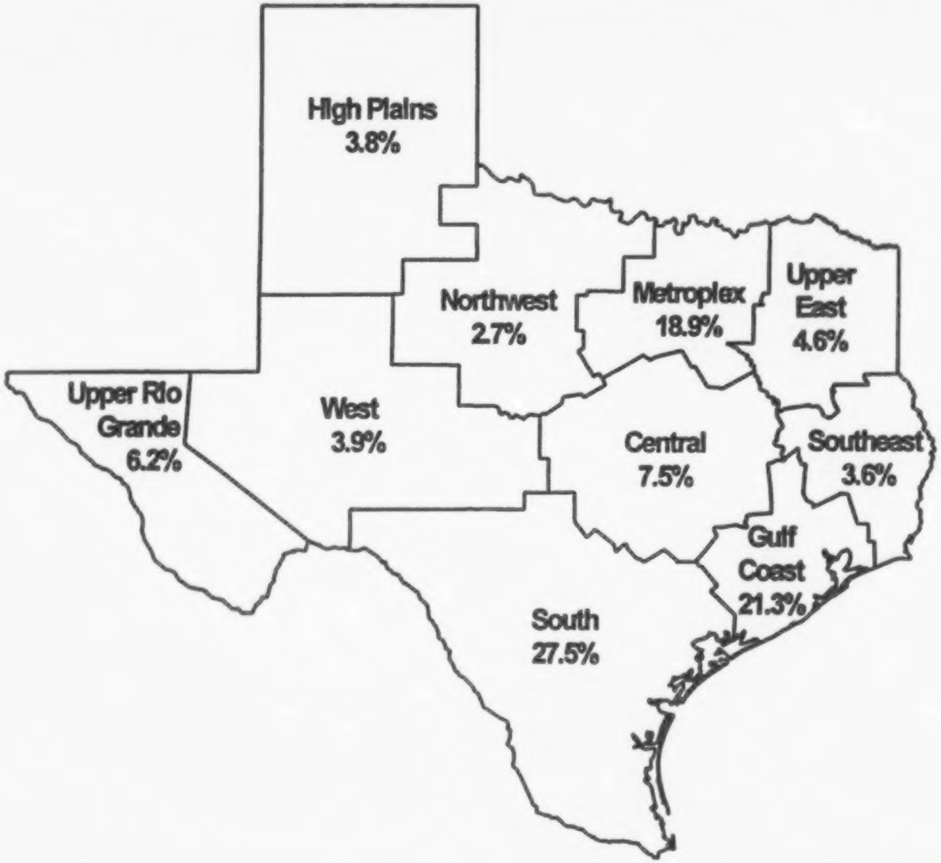

High Plains
3.8%
Northwest
2.7%
Metroplex
18.9%
Upper
East
4.6%
Upper Rio
Grande
6.2%
West
3.9%
Central
7.5%
Southeast
3.6%
Gulf
Coast
21.3%
South
27.5%

Figure 23
Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in 1995-96 by Race/Ethnicity and Economic Region in Texas

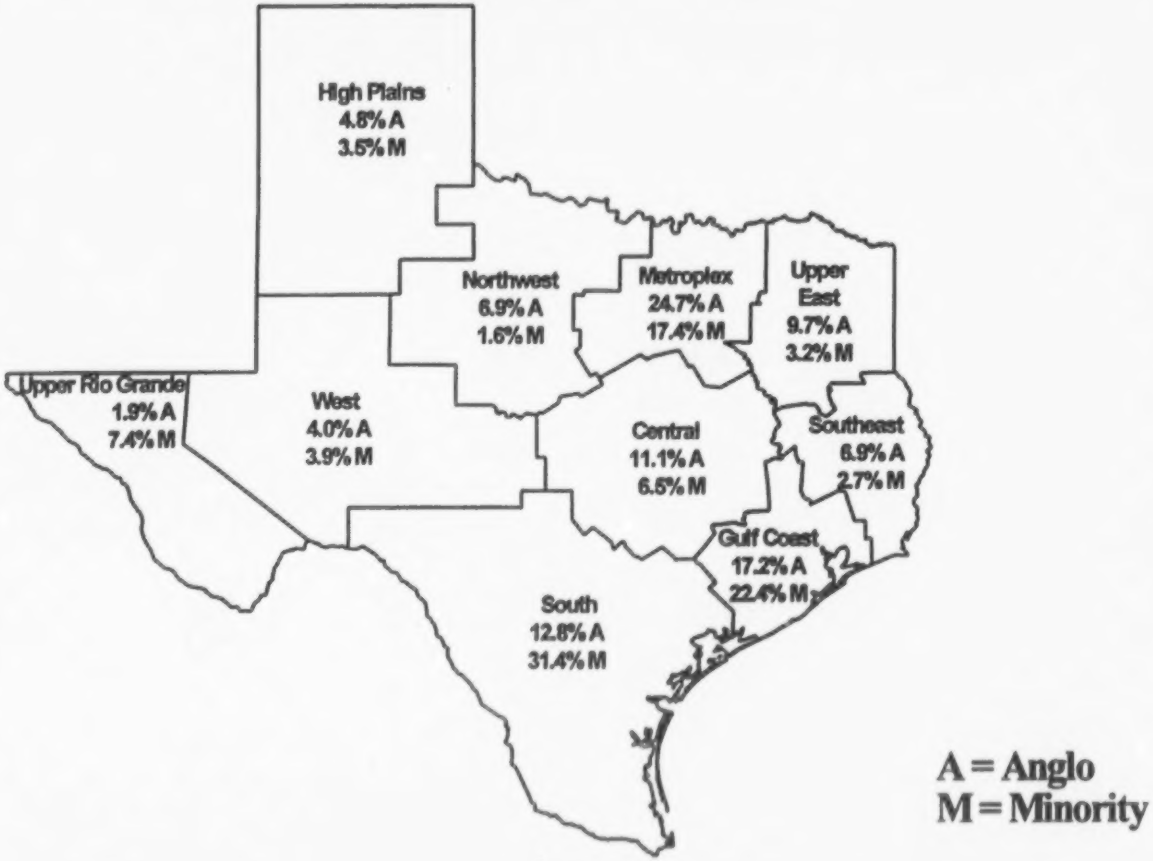

High Plains
4.8% A
3.5% M
Northwest
6.9% A
1.6% M
Metroplex
24.7% A
17.4% M
Upper East
9.7% A
3.2% M
Upper Rio Grande
1.9% A
7.4% M
West
4.0% A
3.9% M
Central
11.1% A
6.5% M
Southeast
6.9% A
2.7% M
Gulf Coast
17.2% A
22.4% M
South
12.8% A
31.4% M
A = Anglo
M = Minority

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Figure 24
Percent of Elementary and Secondary Students Receiving Free or Reduced Lunch in Each Economic Region in Texas in 1995-96 by Race/Ethnicity

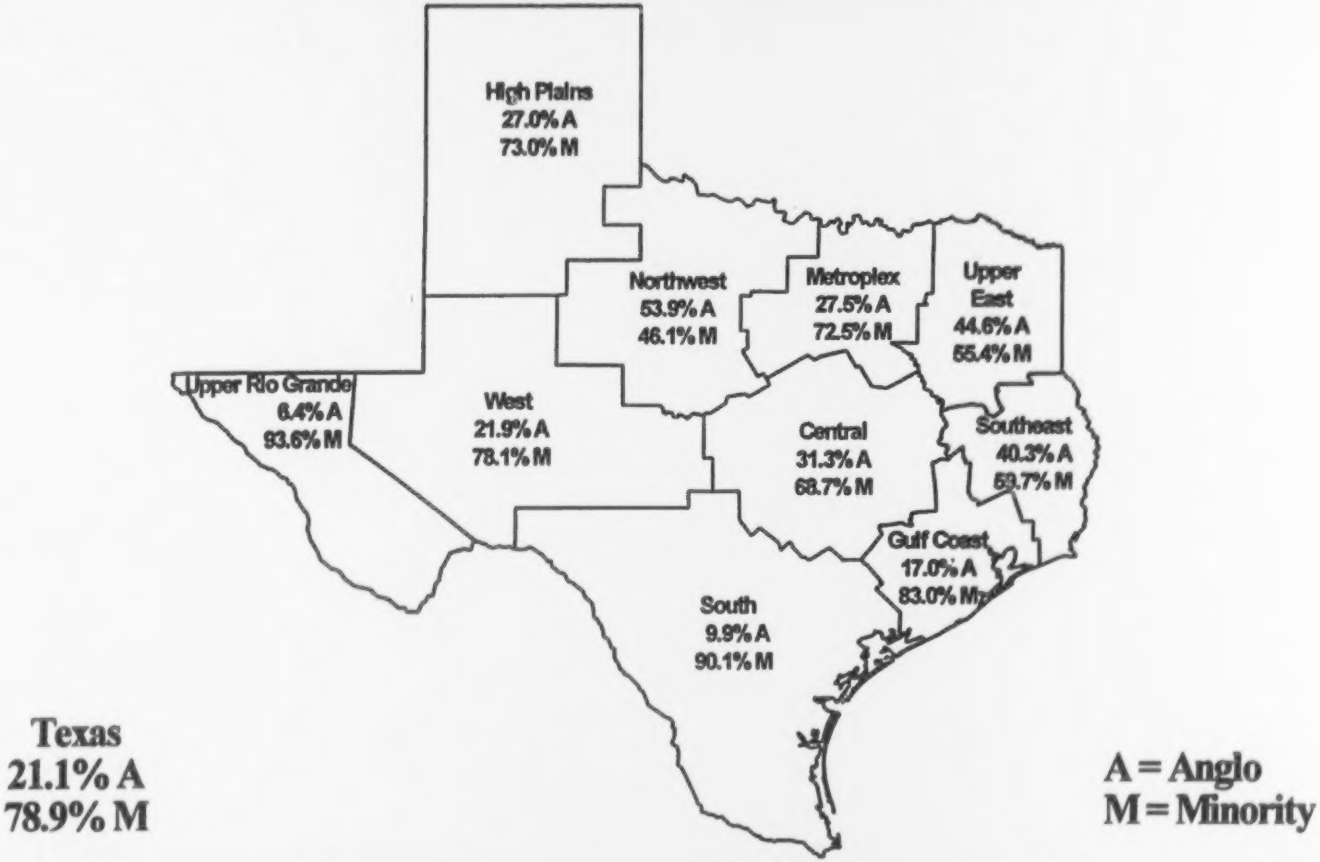

High Plains
27.0% A
73.0% M
Northwest
53.9% A
46.1% M
Metroplex
27.5% A
72.5% M
Upper East
44.6% A
55.4% M
Upper Rio Grande
6.4% A
93.6% M
West
21.9% A
78.1% M
Central
31.3% A
68.7% M
Southeast
40.3% A
59.7% M
Gulf Coast
17.0% A
83.0% M
South
9.9% A
90.1% M
Texas
21.1% A
78.9% M
A = Anglo
M = Minority

Figure 25
Percent of Bilingual Elementary and Secondary Students in 1995-96 by Economic Region in Texas

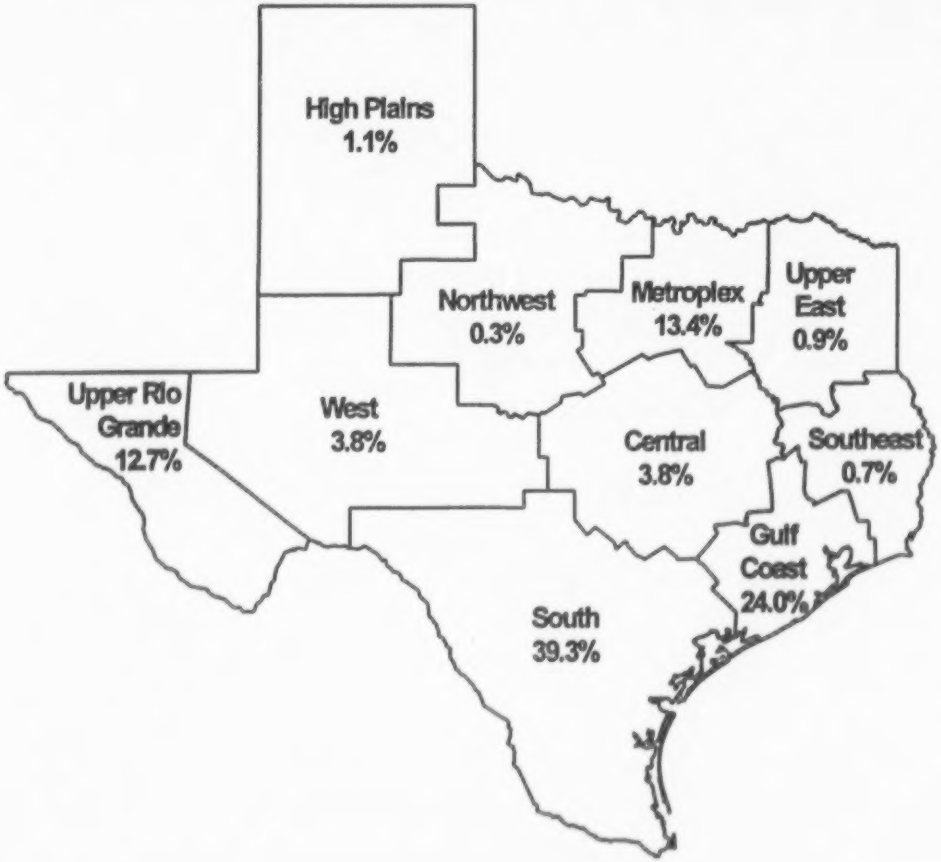

High Plains
1.1%
Northwest
0.3%
Metroplex
13.4%
Upper East
0.9%
Upper Rio Grande
12.7%
West
3.8%
Central
3.8%
Southeast
0.7%
Gulf Coast
24.0%
South
39.3%

Figure 26
Percent of Bilingual Elementary and Secondary Students in 1995-96 by Race/Ethnicity and Economic Region in Texas

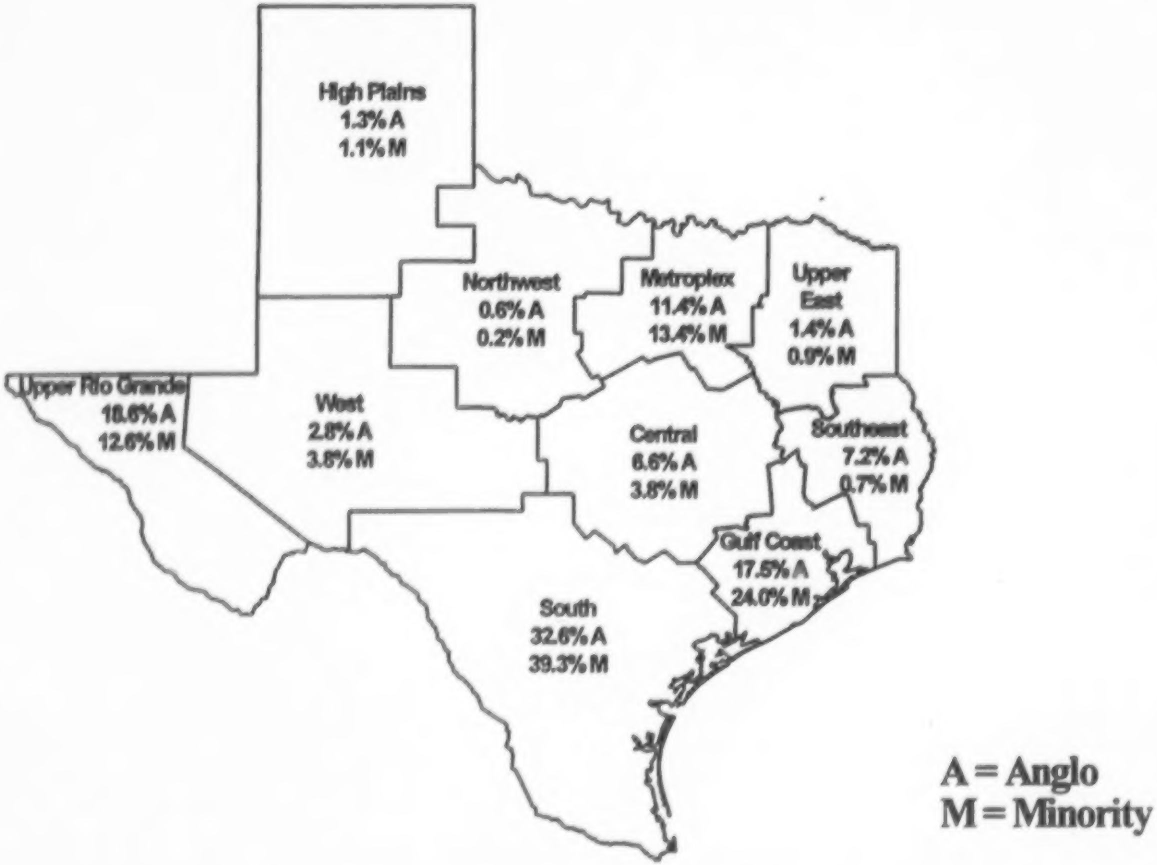
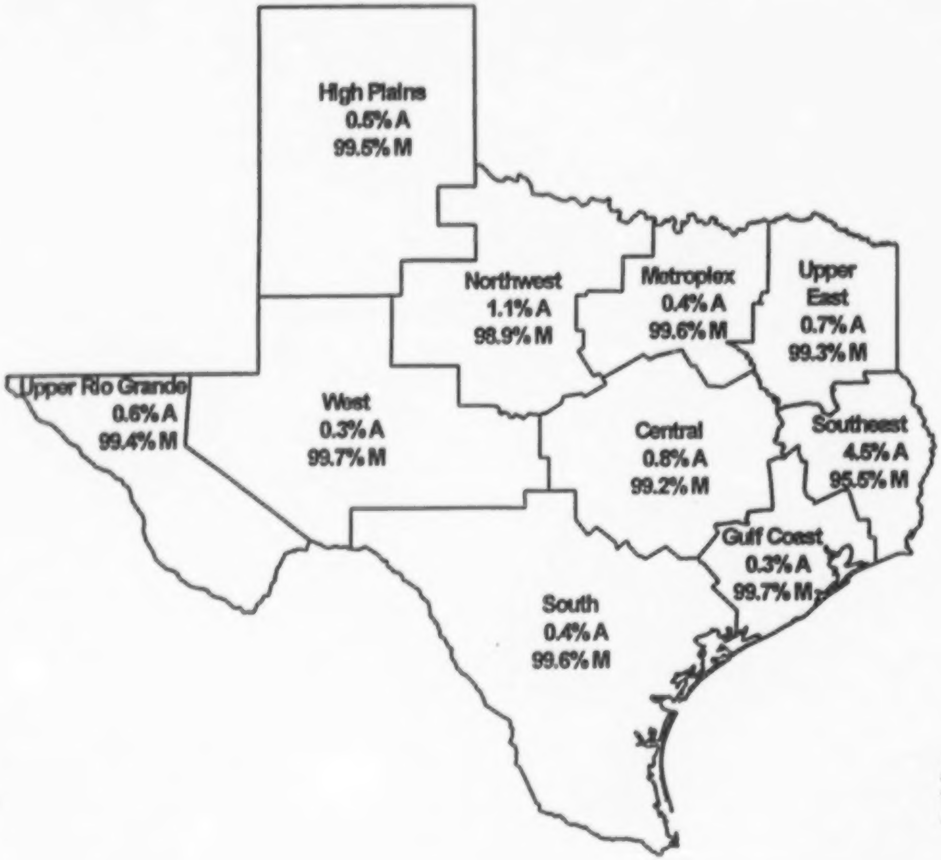

High Plains
1.3% A
1.1% M
Northwest
0.6% A
0.2% M
Metroplex
11.4% A
13.4% M
Upper East
1.4% A
0.9% M
Upper Rio Grande
18.6% A
12.6% M
West
2.8% A
3.8% M
Central
6.6% A
3.8% M
Southeast
7.2% A
0.7% M
Gulf Coast
17.5% A
24.0% M
South
32.6% A
39.3% M
A = Anglo
M = Minority

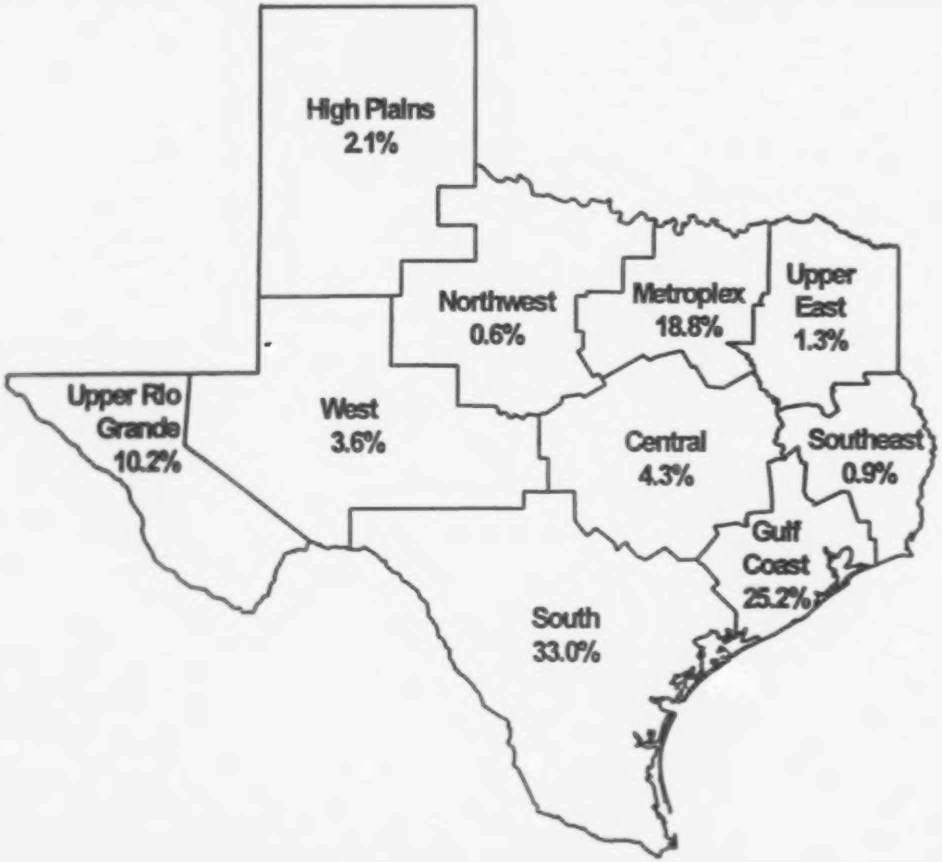
Figure 27
Percent of Bilingual Elementary and Secondary Students in Each Economic Region in Texas in 1995-96 by Race/Ethnicity


High Plains
0.5% A
99.5% M
Northwest
1.1% A
98.9% M
Metroplex
0.4% A
99.6% M
Upper East
0.7% A
99.3% M
Upper Rio Grande
0.6% A
99.4% M
West
0.3% A
99.7% M
Central
0.8% A
99.2% M
Southeast
4.5% A
95.5% M
Gulf Coast
0.3% A
99.7% M
South
0.4% A
99.6% M

Texas
0.4% A
99.6% M

A = Anglo
M = Minority

Figure 28
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Economic Region in Texas


High Plains
2.1%
Northwest
0.6%
Metroplex
18.8%
Upper East
1.3%
Upper Rio Grande
10.2%
West
3.6%
Central
4.3%
Southeast
0.9%
Gulf Coast
25.2%
South
33.0%

F-28

Figure 29
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in 1995-96 by Race/Ethnicity and Economic Region in Texas

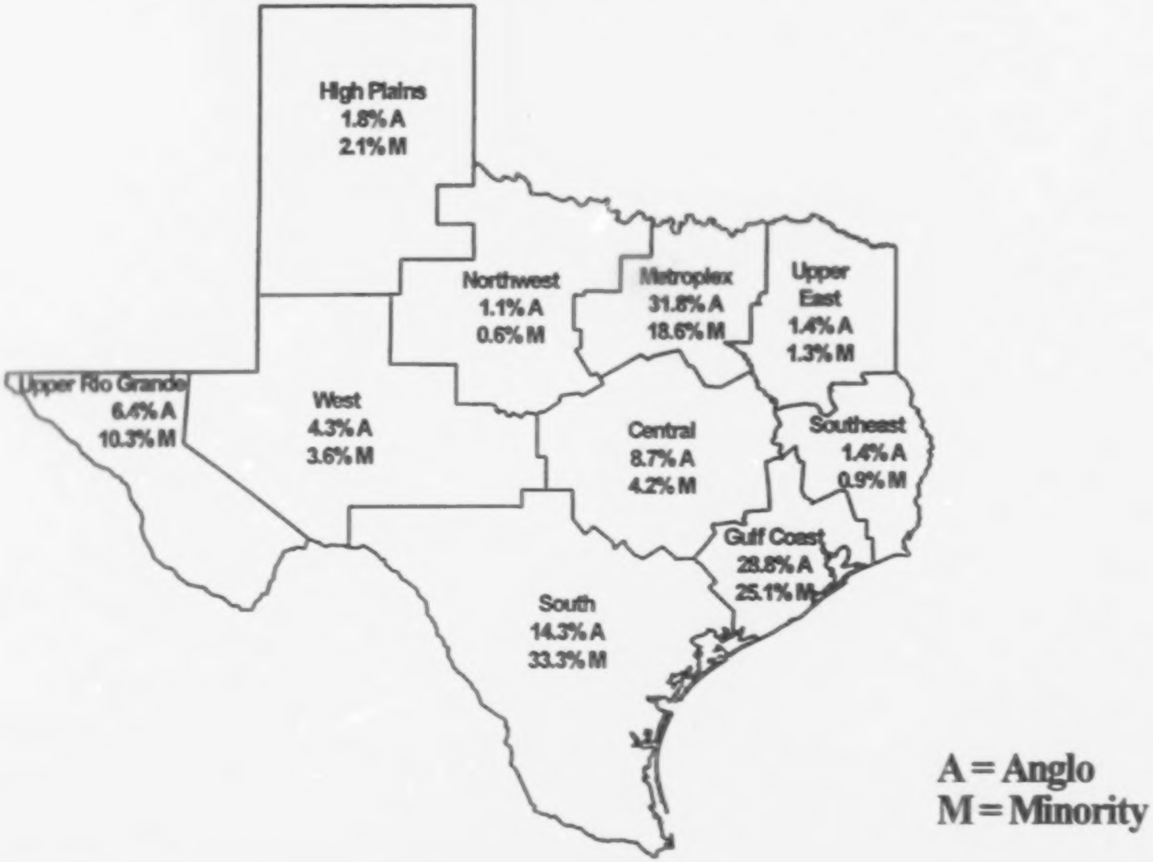
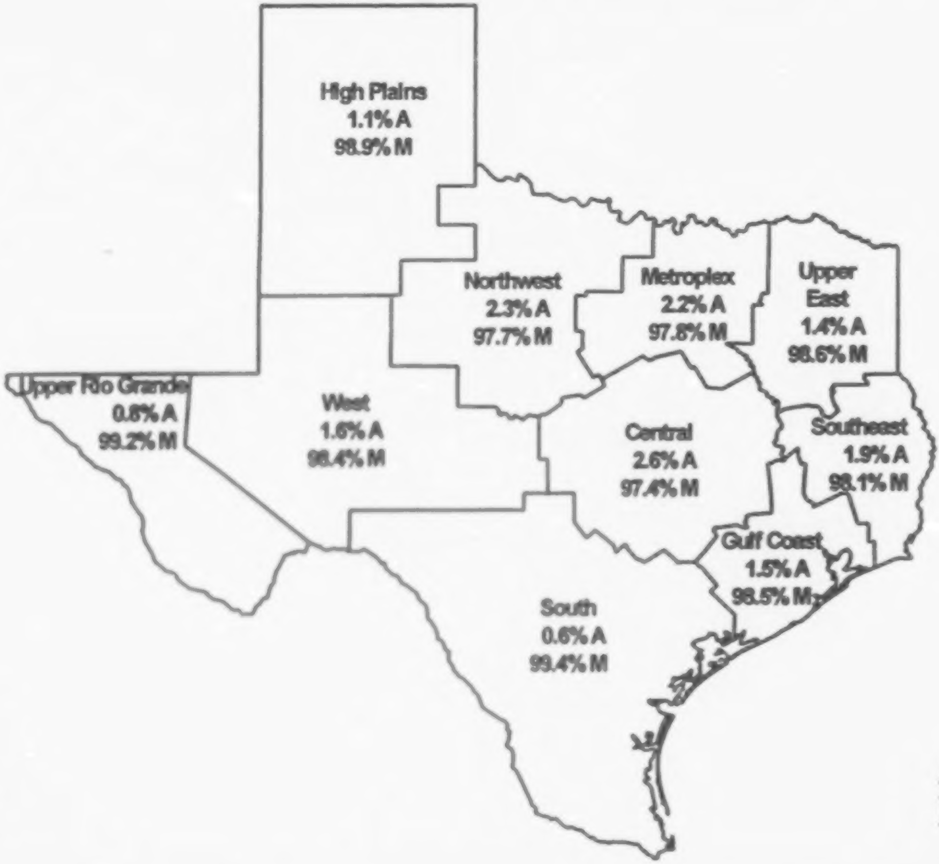

High Plains
1.8% A
2.1% M
Northwest
1.1% A
0.6% M
Metroplex
31.8% A
18.6% M
Upper East
1.4% A
1.3% M
Upper Rio Grande
6.4% A
10.3% M
West
4.3% A
3.6% M
Central
8.7% A
4.2% M
Southeast
1.4% A
0.9% M
Gulf Coast
28.8% A
25.1% M
South
14.3% A
33.3% M
A = Anglo
M = Minority

Figure 30
Percent of Elementary and Secondary Students in Limited English Proficiency Programs in Each Economic Region in Texas in 1995-96 by Race/Ethnicity


High Plains
1.1% A
98.9% M
Northwest
2.3% A
97.7% M
Metroplex
2.2% A
97.8% M
Upper East
1.4% A
98.6% M
Upper Rio Grande
0.8% A
99.2% M
West
1.6% A
98.4% M
Central
2.6% A
97.4% M
Southeast
1.9% A
98.1% M
Gulf Coast
1.5% A
98.5% M
South
0.6% A
99.4% M

Texas
1.3% A
98.7% M

A = Anglo
M = Minority

Figure 31

Percent of Elementary and Secondary Students in English as a Second Language Courses in 1995-96 by Economic Region in Texas

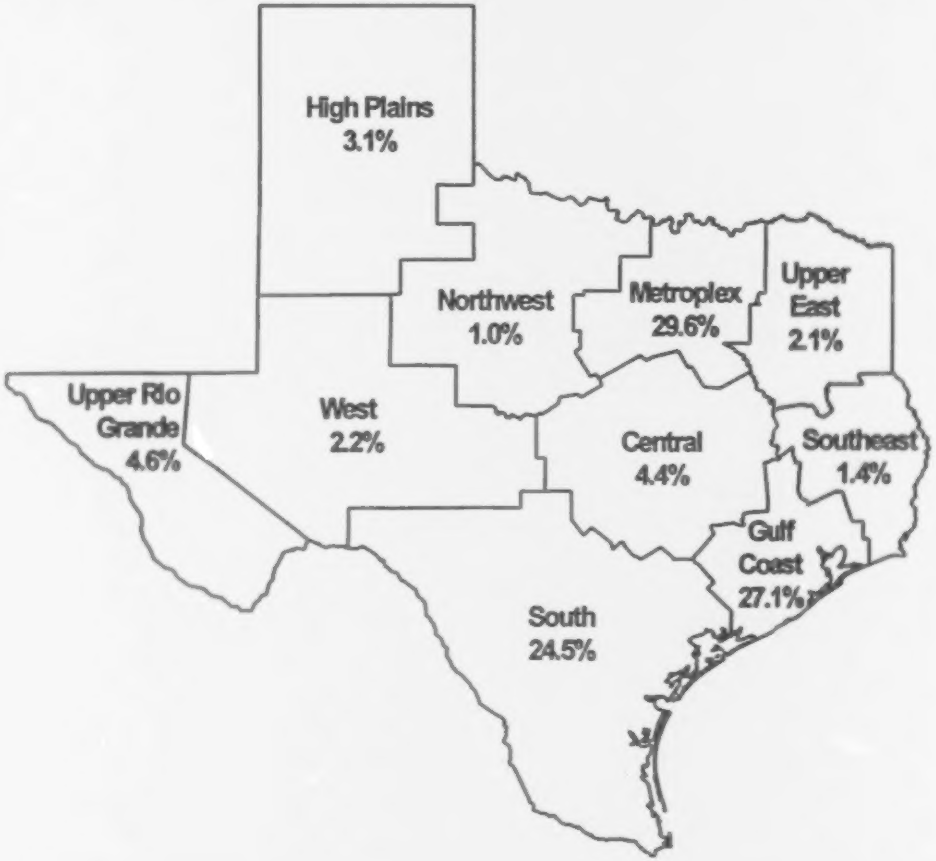
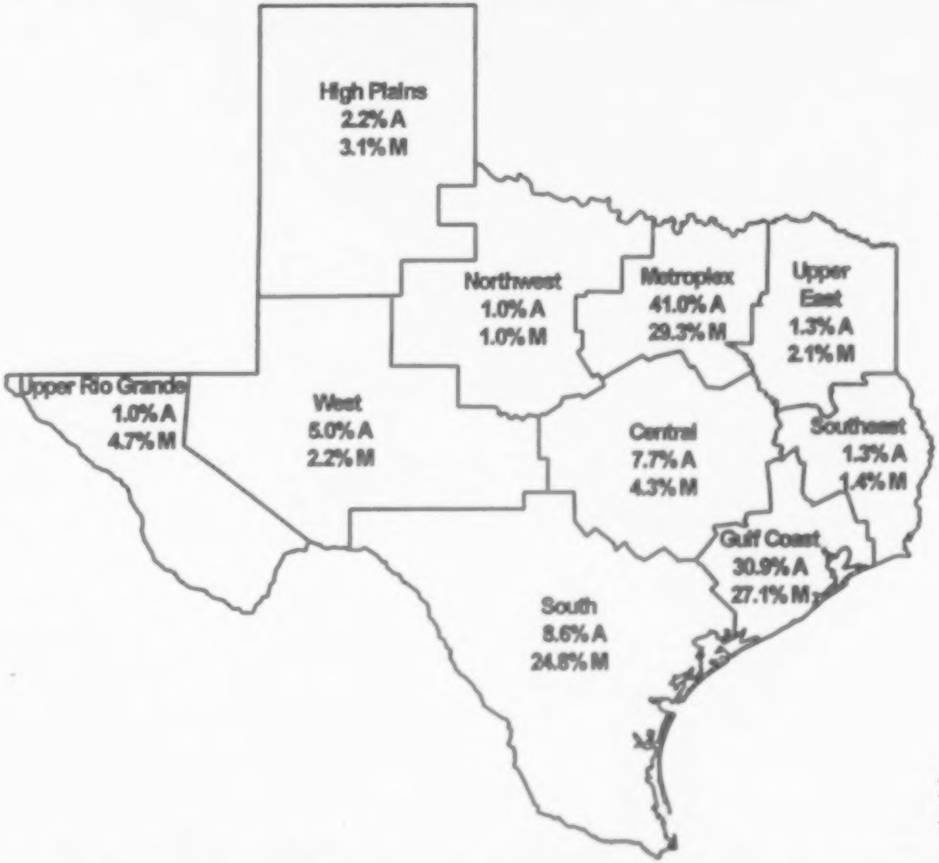
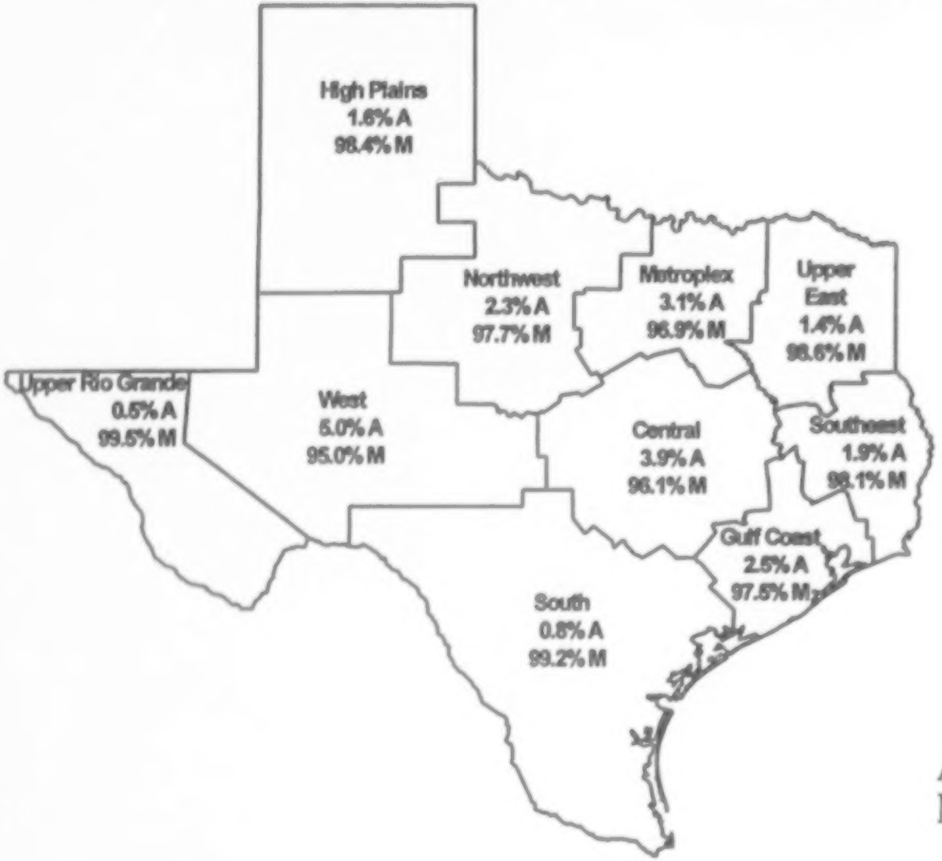

High Plains
3.1%
Northwest
1.0%
Metroplex
29.6%
Upper
East
2.1%
Upper Rio
Grande
4.6%
West
2.2%
Central
4.4%
Southeast
1.4%
Gulf
Coast
27.1%
South
24.5%

Figure 32
Percent of Elementary and Secondary Students in English as a Second Language Course in 1995-96 by Race/Ethnicity and Economic Region in Texas


High Plains
2.2% A
3.1% M
Northwest
1.0% A
1.0% M
Metroplex
41.0% A
29.3% M
Upper East
1.3% A
2.1% M
Upper Rio Grande
1.0% A
4.7% M
West
5.0% A
2.2% M
Central
7.7% A
4.3% M
Southeast
1.3% A
1.4% M
Gulf Coast
30.9% A
27.1% M
South
8.6% A
24.8% M

A = Anglo
M = Minority

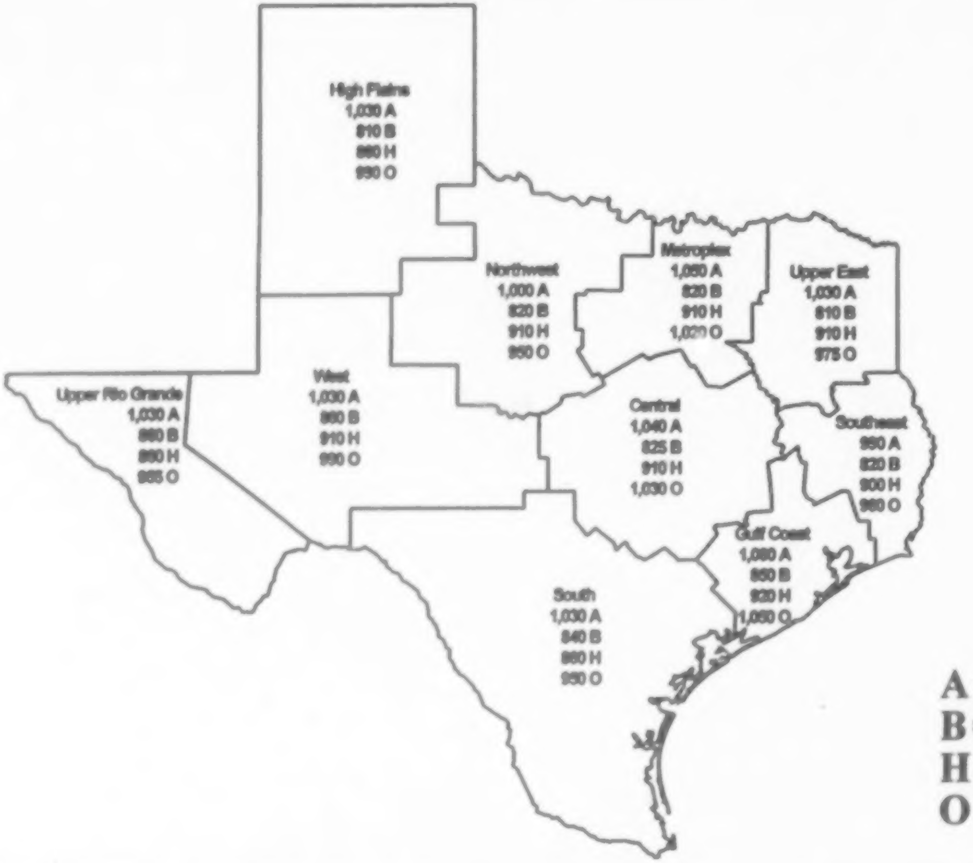
Figure 33
Percent of Elementary and Secondary Students in English as a Second Language Course in Each Economic Region in Texas in 1995-96 by Race/Ethnicity


High Plains
1.6% A
98.4% M
Northwest
2.3% A
97.7% M
Metroplex
3.1% A
96.9% M
Upper East
1.4% A
98.6% M
Upper Rio Grande
0.5% A
99.5% M
West
5.0% A
95.0% M
Central
3.9% A
96.1% M
Southeast
1.9% A
98.1% M
Gulf Coast
2.5% A
97.5% M
South
0.8% A
99.2% M

Texas
2.2% A
97.8% M

A = Anglo
M = Minority

Figure 34
Median ACT/SAT Scores in 1995-96 by Race/Ethnicity and Economic Region in Texas

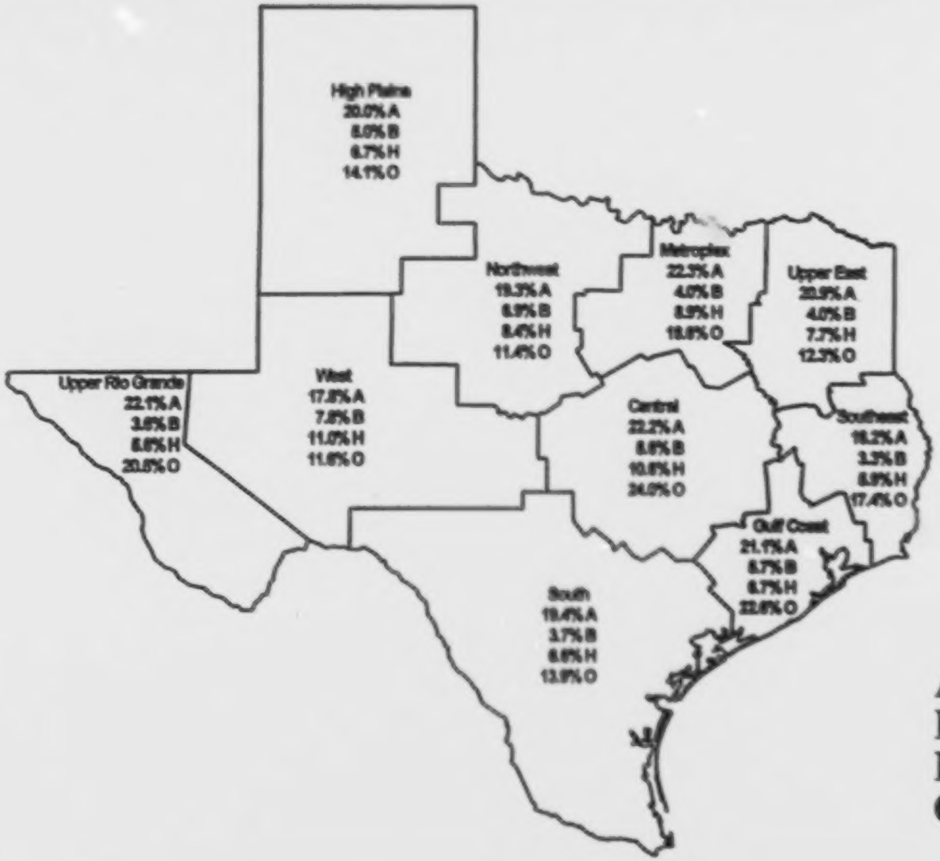

High Plains
1,030 A
810 B
880 H
930 O
Upper Rio Grande
1,030 A
860 B
860 H
965 O
West
1,030 A
860 B
910 H
930 O
Northwest
1,000 A
820 B
910 H
950 O
Metroplex
1,050 A
820 B
910 H
1,020 O
Upper East
1,030 A
810 B
910 H
975 O
Central
1,040 A
825 B
910 H
1,030 O
Southeast
950 A
820 B
900 H
980 O
Gulf Coast
1,080 A
850 B
920 H
1,050 O
South
1,030 A
840 B
880 H
950 O

A = Anglo
B = Black
H = Hispanic
O = Other

575

576

Figure 35
Percent of Students in Households with Incomes of Less Than $30,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas


High Plains
20.0% A
5.0% B
6.7% H
14.1% O
Upper Rio Grande
22.1% A
3.6% B
6.6% H
20.6% O
West
17.8% A
7.8% B
11.0% H
11.6% O
Northwest
19.3% A
6.9% B
8.4% H
11.4% O
Metroplex
22.3% A
4.0% B
8.9% H
18.8% O
Upper East
20.9% A
4.0% B
7.7% H
12.3% O
Central
22.2% A
6.6% B
10.6% H
24.0% O
Southeast
18.2% A
3.3% B
6.9% H
17.4% O
Gulf Coast
21.1% A
6.7% B
6.7% H
22.6% O
South
19.4% A
3.7% B
6.6% H
13.9% O

A = Anglo
B = Black
H = Hispanic
O = Other

Figure 36
Percent of Students in Households with Incomes of Greater Than $100,000 Per Year Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas

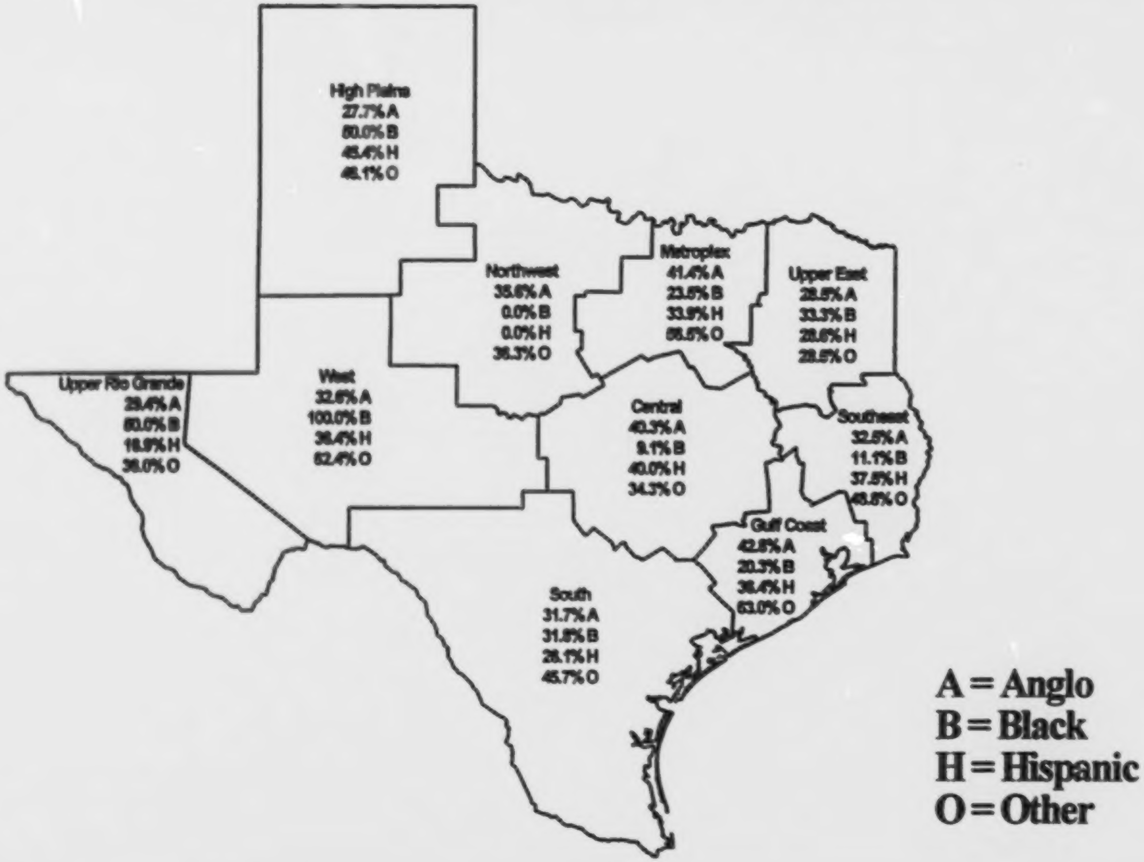

High Plains
27.7% A
60.0% B
45.4% H
46.1% O
Northwest
35.6% A
0.0% B
0.0% H
36.3% O
Metroplex
41.4% A
23.5% B
33.9% H
56.5% O
Upper East
28.5% A
33.3% B
28.6% H
28.5% O
Upper Rio Grande
29.4% A
60.0% B
18.9% H
36.0% O
West
32.6% A
100.0% B
36.4% H
62.4% O
Central
40.3% A
9.1% B
40.0% H
34.3% O
Southeast
32.5% A
11.1% B
37.5% H
46.6% O
Gulf Coast
42.6% A
20.3% B
36.4% H
63.0% O
South
31.7% A
31.6% B
26.1% H
45.7% O
A = Anglo
B = Black
H = Hispanic
O = Other

Figure 37
Percent of Students with a Parent with a Graduate Degree Scoring Above 1140 on the SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas

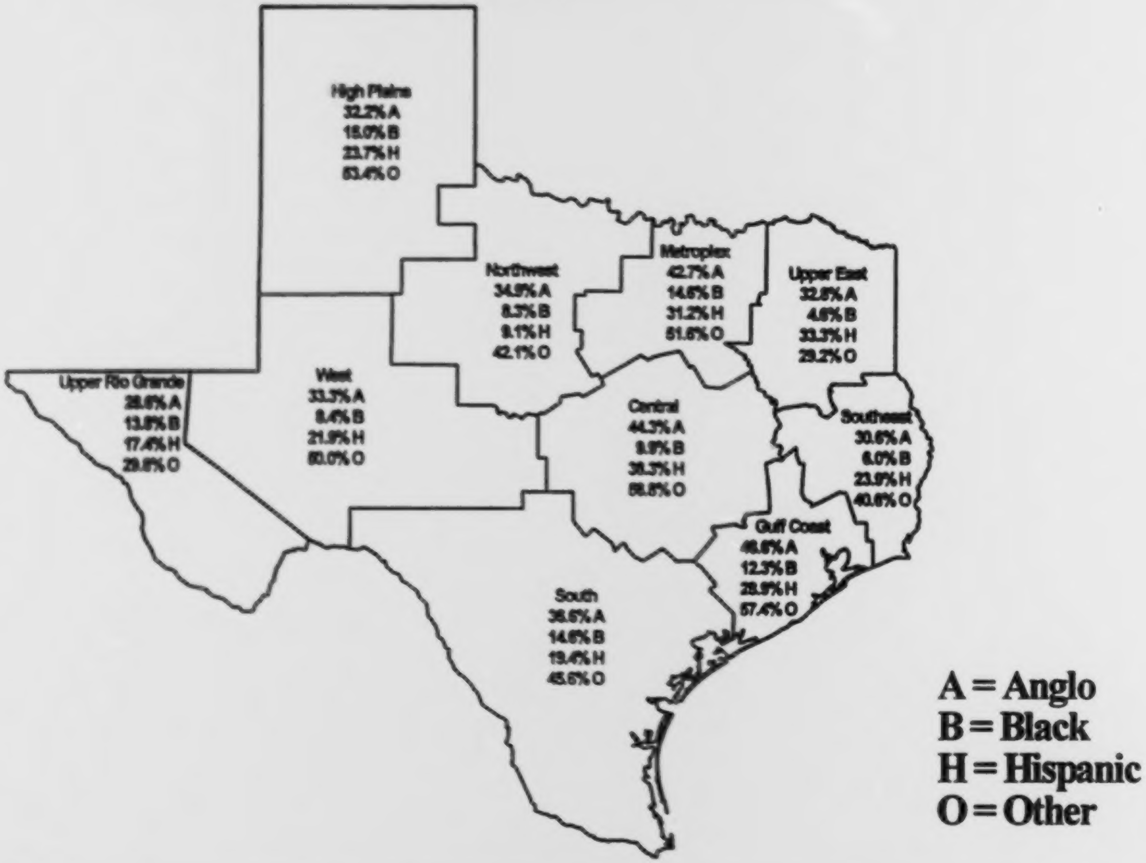

High Plains
32.2% A
15.0% B
23.7% H
63.4% O
Upper Rio Grande
28.6% A
13.8% B
17.4% H
29.8% O
West
33.3% A
8.4% B
21.9% H
60.0% O
Northwest
34.9% A
8.3% B
9.1% H
42.1% O
Metroplex
42.7% A
14.6% B
31.2% H
51.6% O
Upper East
32.8% A
4.6% B
33.3% H
29.2% O
Central
44.3% A
9.9% B
38.3% H
58.8% O
Southeast
30.6% A
6.0% B
23.9% H
40.6% O
Gulf Coast
46.6% A
12.3% B
28.9% H
57.4% O
South
38.6% A
14.6% B
19.4% H
45.6% O
A = Anglo
B = Black
H = Hispanic
O = Other

Figure 38
Percent of Students Who Have an A Grade Point Average Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas

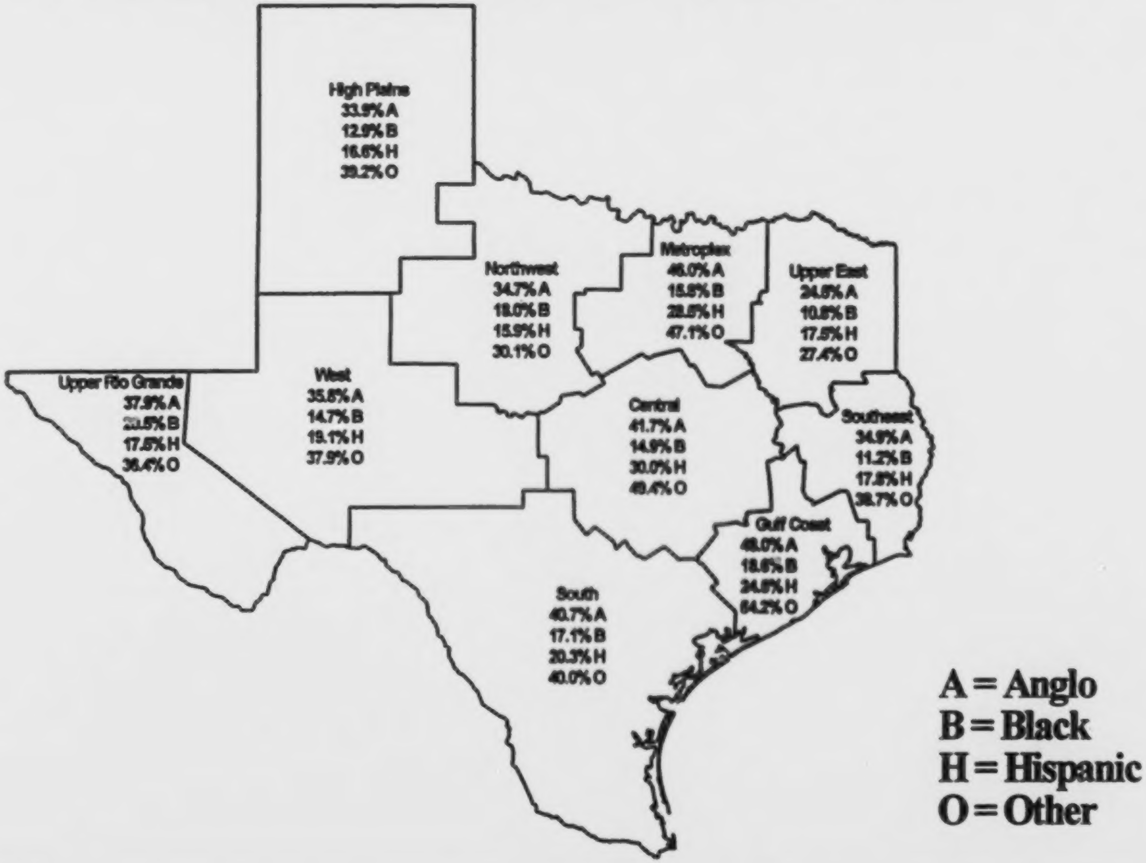

High Plains
33.9% A
12.9% B
16.6% H
39.2% O
Northwest
34.7% A
18.0% B
15.9% H
30.1% O
Metroplex
46.0% A
15.5% B
28.5% H
47.1% O
Upper East
24.6% A
10.6% B
17.5% H
27.4% O
Upper Rio Grande
37.9% A
20.5% B
17.5% H
36.4% O
West
35.8% A
14.7% B
19.1% H
37.9% O
Central
41.7% A
14.9% B
30.0% H
49.4% O
Southeast
34.9% A
11.2% B
17.8% H
38.7% O
Gulf Coast
48.0% A
18.6% B
24.8% H
54.2% O
South
40.7% A
17.1% B
20.3% H
40.0% O
A = Anglo
B = Black
H = Hispanic
O = Other

Figure 39
Percent of Students Who Have a D Grade Point Average Scoring Above 1140 on the ACT/SAT in 1995-96 by Race/Ethnicity and Economic Region in Texas

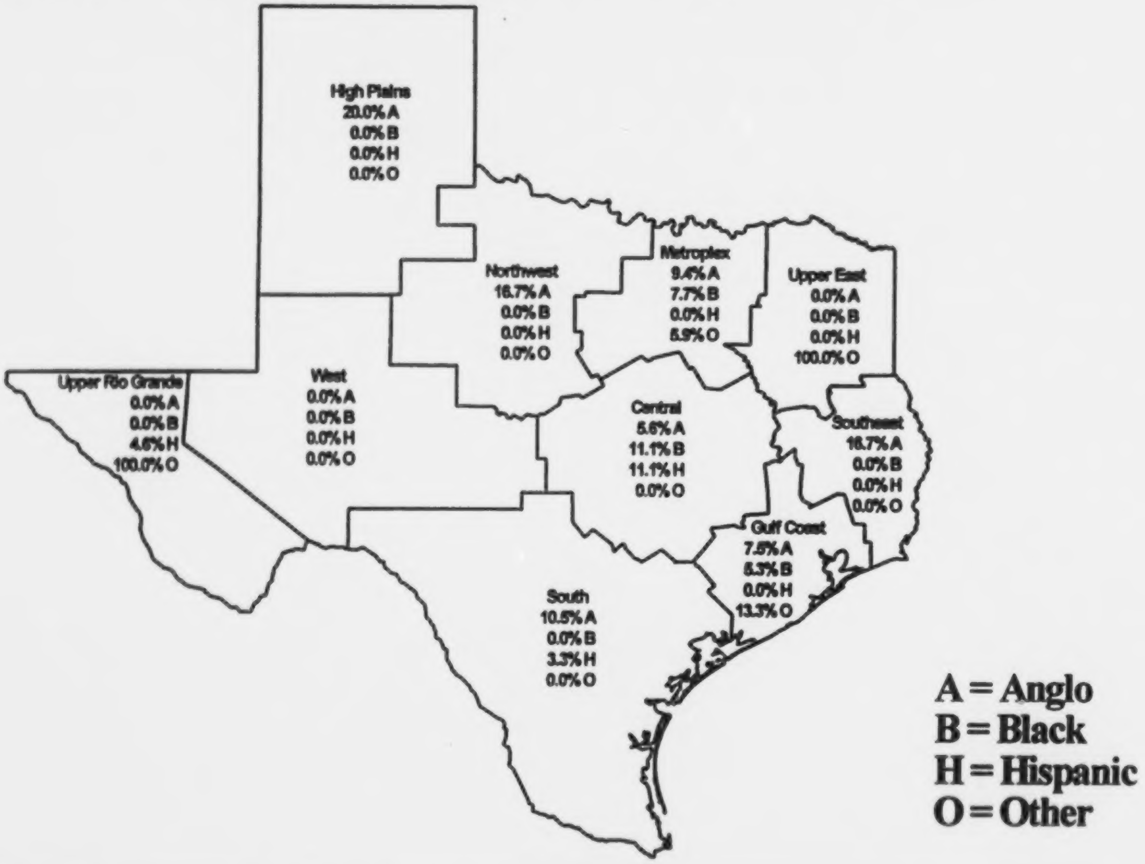
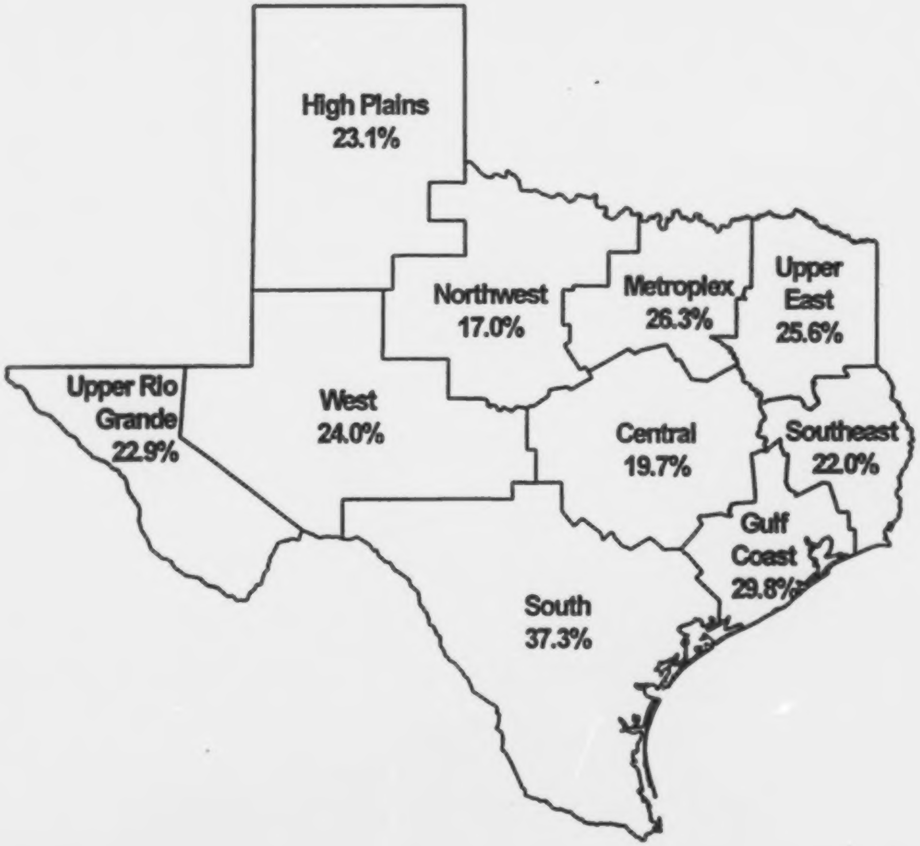

High Plains
20.0% A
0.0% B
0.0% H
0.0% O
Northwest
16.7% A
0.0% B
0.0% H
0.0% O
Metroplex
9.4% A
7.7% B
0.0% H
5.9% O
Upper East
0.0% A
0.0% B
0.0% H
100.0% O
Upper Rio Grande
0.0% A
0.0% B
4.6% H
100.0% O
West
0.0% A
0.0% B
0.0% H
0.0% O
Central
5.6% A
11.1% B
11.1% H
0.0% O
Southeast
16.7% A
0.0% B
0.0% H
0.0% O
Gulf Coast
7.5% A
5.3% B
0.0% H
13.3% O
South
10.5% A
0.0% B
3.3% H
0.0% O
A = Anglo
B = Black
H = Hispanic
O = Other

Figure 40
Percent of Students Who Required Remediation in One or More Subjects in 1994-95 by Economic Region in Texas


High Plains
23.1%
Northwest
17.0%
Metroplex
26.3%
Upper
East
25.6%
Upper Rio
Grande
22.9%
West
24.0%
Central
19.7%
Southeast
22.0%
Gulf
Coast
29.8%
South
37.3%

587

588

Appendix A

ACT/SAT Data Elements

ACT Assessment

1995 ▲ 1996

Student Information

This booklet was prepared in response to many inquiries about the information requested of students when they register to take the ACT Assessment on a national test date. There are three major information sections:

High School Course Grade Information provides information about 30 courses students have taken, plan to take, or do not plan to take. For courses taken for a full term, students also report the grades received.

ACT Interest Inventory results help students make educational and career plans.

Student Profile Section asks for information about students' backgrounds, interests, needs, and plans to assist students and colleges in effective planning.

These sections are reprinted here as they appear in the student registration booklet, *Registering for the ACT Assessment.*

IC 3035.5

ACT

High School Course/Grade Information

This section collects information about 30 high school courses which form the basis of a college prep (academic) high school curriculum or are frequently required for admission to college. Although other subjects may be of interest to colleges, these were selected to give a basic picture of your academic preparation.

Although you are NOT required to complete this section, ACT can provide colleges with the most complete profile of you only if you provide information for all 30 courses each time you register. This information will help colleges identify students with adequate high school preparation in various academic areas. Accuracy is important; the information you give may be verified by college personnel. You may wish to refer to your previous high school grade reports or a copy of your current high school transcript to help you complete this section. However, do NOT enclose a copy of your transcript with your registration folder.

Find the section labeled HIGH SCHOOL COURSE/GRADE INFORMATION on page 2 of your registration folder, and follow the instructions given there. Fill in one oval in the section titled COURSES TAKEN OR PLANNED for each course listed. Then, fill in one oval in the section titled GRADES EARNED for each course you have taken for at least one full term (semester, trimester, etc.). If you took a course for more than one term, report only the most recent final grade. If your school uses numeric grades, change them to the corresponding letter grades by using your school's procedures for conversion. Leave the grade column blank for a course if you have not yet completed a full term or if a grade was not awarded (pass/fail, incomplete, etc.). After you complete this section, sign and date the certification statement at the top of page 2 of your registration folder.

Listed to the right are alternate course titles/descriptions. These examples may help you determine whether your courses are equivalent to the courses listed on the registration folder. Include only courses you took for credit. Do not include extracurricular activities.

Course Title	Possible Alternate Course Titles/ Course Description
ENGLISH	
English and Speech are listed as separate courses. Include Speech only if you took a Speech course for a full term. If public speaking was a unit within an English course, report only the English course. Do not include extracurricular forensics.	
English taken during the 9th grade	• First-year English: including grammar, reading comprehension, etc. • 9th-grade Composition or Literature
English taken during the 10th grade	• Second-year English: including grammar, reading comprehension, etc. • 10th-grade Composition or Literature
English taken during the 11th grade	• Third-year English: including grammar, reading comprehension, etc. • 11th-grade Composition or Literature
English taken during the 12th grade	• Fourth-year English: including grammar, reading comprehension, etc. • 12th-grade Composition or Literature
Speech	• Public Speaking (if taken as a course) • Debate (if taken as a course)
MATHEMATICS	
Do not include general math, business math, or consumer math.	
First-year Algebra (Algebra I; not Pre-Algebra)	(Typically taken in 8th or 9th grade) • Beginning Algebra • Elementary Algebra • Introductory Algebra
Second-year Algebra (Algebra II)	(Typically taken in 10th or 11th grade) • "Advanced" Algebra • Secondary Algebra
Geometry	(Typically taken in 10th or 11th grade) • Plane Geometry • Solid Geometry • Euclidean Geometry
Trigonometry	(Typically taken in 11th or 12th grade) (Often included as part of another course, such as Algebra II/Trigonometry, Pre-Calculus, Fourth-year Mathematics, etc.)
Calculus (not Pre-Calculus)	(Typically taken in 12th grade) • Beginning Calculus • Introductory Calculus
Other Math beyond Algebra II	(Do not include courses listed above, such as Trigonometry and Calculus.) • Second-year Geometry • Analytic Geometry • Analysis • Functions • Probability & Statistics • Pre-Calculus • Senior/Fourth-year Mathematics
Computer Math/ Computer Science	• Computer Programming • Computer Literacy (if computer math or programming is involved)
NATURAL SCIENCES	
Do not include science interest group projects or science fair projects.	
General/Physical/ Earth Science	• Introduction to Science • Weather and Climate • Introduction to Geology
Biology	(Typically includes lab work) • Introduction to Biology • Advanced Biology
Chemistry	(Typically includes lab work) • First-year Chemistry • Second-year Chemistry
Physics	(May include lab work) • Introductory Physics • Advanced Physics
SOCIAL STUDIES	
U.S. History (American History)	• History of the United States
World History/ World Civilization	(Any course covering the history of more than one continent)
Other History (European, State, etc.)	• Canadian History • History of Central America • Southeast Asian History
American Government/Civics	• Political Science • U.S. Government • American Politics
Economics (Consumer Economics)	• Business Economics
Geography	• U.S. Geography • World Geography
Psychology	• Child Psychology • Educational Psychology
LANGUAGES	
Do not include English or computer languages.	
Spanish	• Introductory Spanish • First-year Spanish • Second-year Spanish • Advanced Spanish • Readings in Spanish
French	• Introductory French • First-year French • Second-year French • Advanced French • Readings in French
German	• Introductory German • First-year German • Second-year German • Advanced German • Readings in German
Other Language	(Do not include courses in the languages listed above.) • Latin • Japanese • Hebrew • Russian • Chinese • Any other language (if taken as a course)
ARTS	
Report only course information, not extracurricular activities.	
Art (painting, etc.)	• Sculpture • Drawing/Sketching • Art History
Music (vocal or instrumental)	• Chorus (if taken as a course) • Band (if taken as a course) • Music History • Music Appreciation
Drama/Theater (if taken as a course)	• Acting (if taken as a course) • History of the Theater

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ACT Interest Inventory

College planning usually involves career planning. Your scores on the ACT Interest Inventory will suggest educational programs and occupations you may want to think about—options you may not otherwise have considered.

Directions

Indicate how much you would like doing each of the activities listed below. Mark a response to an activity even if you are uncertain how you feel about it. Consider whether you would *like* or *dislike* an activity rather than whether you have the ability to do it.

For each question, choose one of the answers from the scale below and mark the corresponding letter on page 2 of your registration folder. Try to answer *like* or *dislike* to as many questions as possible.

I would *dislike* doing this activity ....D
I am *indifferent* (don't care one way or the other) I
I would *like* doing this activity L

---

1. Learn about star formations
2. Sketch and draw pictures
3. Help someone make an important decision
4. Conduct a meeting
5. Count and sort money
6. Build a picture frame
7. Learn how the brain works
8. Compose or arrange music
9. Give first aid to an injured person
10. Develop new rules or policies

11. Take inventory in a store
12. Fix a toy
13. Explore a science museum
14. Make creative photographs
15. Show children how to play a game or sport
16. Work in a political campaign
17. Write payroll checks
18. Run a lawnmower
19. Attend the lecture of a well-known scientist
20. Write short stories

21. Work on a community improvement project
22. Present information before a group
23. Set up a bookkeeping system
24. Watch for forest fires
25. Study biology
26. Read about the writing style of modern authors
27. Help a newcomer meet people
28. Discuss a misleading advertisement with a salesperson
29. Prepare a budget for a club or group
30. Build furniture

31. Measure chemicals in a test tube
32. Prepare drawings to illustrate a magazine story
33. Take part in a small group discussion
34. Plan work for other people
35. Balance a checkbook
36. Learn to cut and polish gemstones
37. Read about a new surgical procedure
38. Write a movie script
39. Find out how others believe a problem can be solved
40. Explain legal rights to people

41. Sort, count, and store supplies
42. Repair damage to a tree after a storm
43. Study plant diseases
44. Select music to play for a local radio station
45. Help rescue someone in danger
46. Demonstrate a new product
47. Plan a monthly budget
48. Design a bird feeder
49. Read books or magazines about new scientific findings
50. Play jazz in a combo

51. Help settle an argument between friends
52. Campaign for a political office
53. Find errors in a financial account
54. Engrave lettering or designs on a trophy or plaque
55. Study chemistry
56. Draw cartoons
57. Give directions to visitors
58. Publicize a show or athletic event
59. Figure shipping costs for catalog orders
60. Operate a slide or movie projector

61. Use a microscope or other lab equipment
62. Design a metal sculpture
63. Help friends with their problems
64. Conduct business by phone
65. Make charts or graphs
66. Learn how to repair a typewriter
67. Read about the origin of the earth, sun, and stars
68. Play in a band
69. Teach people a new hobby
70. Interview workers about company complaints

71. Calculate the interest on a loan
72. Watch a technician repair a television
73. Observe and classify butterflies
74. Write reviews of Broadway plays
75. Help people during emergencies
76. Hire a person for a job
77. Keep expense account records
78. Prune plants and shrubs
79. Study the effects of vitamins on animals
80. Design a poster for an event

81. Entertain others by telling jokes or stories
82. Manage a small business
83. Look for errors in the draft of a report
84. Shelve books in a library
85. Learn how birds migrate
86. Play a musical instrument
87. Give a tour of an exhibit
88. Conduct a door-to-door opinion poll
89. Operate office machines
90. Inspect products for defects

ACT Student Profile Section

The Student Profile Section asks you for information about your background, interests, needs, and plans. It is designed to help you think about your educational future and to help colleges in their planning.

Information on racial/ethnic background, native language, marital status, religious preference, and physical disability is released only to institutions that request it in accordance with federal guidelines. These institutions have promised to keep this information confidential. You are NOT required to provide this information.

Be sure the information you provide is as accurate as possible, because it will be used in various ways. For example, a college may use your ACT Assessment information as your application for admission; the information would then become part of your basic record at the college. And some scholarship programs may need your answer to certain SPS questions in order to consider you for an award.

Mark your answers to the SPS on page 3 of your registration folder. Although you are NOT required to complete this section and you may skip any question that you do not wish to answer, ACT can provide colleges with your most complete profile only if you answer every question each time you register.

Admissions/Enrollment Information

1. I plan to enroll as a
   - full-time student 1
   - part-time student 2
2. I plan to attend classes primarily during the
   - day 1
   - evening 2
3. I plan to enter college in
   - January/February 1996 0
   - March/April 1996 1
   - May/June/July 1996 2
   - August/September/October 1996 3
   - November/December 1996 4
   - January/February 1997 5
   - March/April 1997 6
   - May/June/July 1997 7
   - August/September/October 1997 8
   - I am currently enrolled in college 9
4. Upon entering college, I plan to live in
   - residence hall 1
   - off-campus room or apartment or own home 2
   - parents' or relative's home 3
   - married student housing 4
   - fraternity or sorority 5
5. My current marital status is
   - unmarried 1
   - married 2

Please respond Y or N to items 6 and 7.

Yes, applies to me .... *Y*
No, does not apply to me .... *N*

6. I am a United States citizen.
7. I am a legal resident of the state I recorded on my registration folder.

Opportunities for financial assistance, including state and federal funding, are available for students with certain types of disabilities. Many colleges wish to be alerted to students who may want to use special support services. The following item allows you to identify your disability so that colleges may contact you about assistance that may be available. Colleges have indicated that your response will be used only for these purposes.

8. Please respond to this item only if you have a physical or diagnosed learning disability. Mark the one choice that most closely describes your situation.
   - Blind or low-vision (not correctable with prescription lenses) 1
   - Deafness or hard-of-hearing 2
   - Learning disabled 3
   - Attention deficit disorder 4
   - Other neurological impairment 5
   - Require wheelchair access 6
   - Other orthopedic impairment 7
   - Multiple disabilities 8
   - Other disability 9

Please respond Y or N to items 9 and 10.

Yes, applies to me .... *Y*
No, does not apply to me .... *N*

9. I have served or am currently serving on active duty with the military forces.
10. I have previously earned college credit.

Educational Plans, Interests, and Needs

The items in this section deal with your special plans, interests, and educational needs.

College Major and Occupational Choice

For questions 11–13, examine the list of majors on the next page that begins with number 400 and ends with number 934. When you have decided on your answers, fill in the appropriate ovals on your registration folder.

Since we could not list all possible occupations and majors (programs of study), you may not be able to find an exact description of the one you plan to enter. If that is so, you may choose a general area—for example, 410 (Agriculture & Agricultural Technologies, General), 620 (Engineering [pre-engineering], General), 920 (Visual and Performing Arts, General). If you are completely undecided, mark 400.

11. Which college major (program of study) do you plan to enter?
12. What is your first choice of occupation (vocation)?
13. Many people consider more than one occupation or vocation. What is your second choice?
14. How sure are you about your current choice of college major?
    - I am very sure 1
    - I am fairly sure 2
    - I am not sure 3
15. How sure are you about your first occupational choice?
    - I am very sure 1
    - I am fairly sure 2
    - I am not sure 3
16. What is the highest level of education you expect to complete?
    - Vocational/technical program (less than 2 years) 1
    - Two-year college degree 2
    - Bachelor's degree 3
    - One or 2 years of graduate study (MA, MBA, etc.) 4
    - Professional level degree (PhD, MD, LLB, JD, etc.) 5
    - Other 6
17. I estimate my overall grade point average at the end of my first year in college will be:
    - 0.5-0.9 (D– to D) 1
    - 1.0-1.4 (D to C–) 2
    - 1.5-1.9 (C– to C) 3
    - 2.0-2.4 (C to B–) 4
    - 2.5-2.9 (B– to B) 5
    - 3.0-3.4 (B to B+) 6
    - 3.5-4.0 (A– to A) 7
18. I am interested in participating in ROTC, NROTC, AFROTC, etc. (Reserve Officers' Training Corps).
    - Yes .... Y
    - No .... N

Special Educational Needs, Interests, and Goals

Many colleges offer special assistance for the individual development of students. You may wish to seek such assistance. Please respond Y or N to each item (19–24).

Yes, applies to me .... *Y*
No, does not apply to me .... *N*

19. I need help deciding my educational and occupational plans.
20. I need help in expressing my ideas in writing.
21. I need help in improving my reading speed and comprehension.
22. I need help in improving my study skills.
23. I need help in improving my mathematical skills.
24. I would like help with personal concerns.

The next questions (25–39) relate to special college programs designed for students who want and are able to pursue academic work of an enriched or accelerated nature. Please respond Y or N to each item.

Yes, I am interested and would like to be considered .... *Y*
No, I am not interested .... *N*

25. Independent study (a program of study with topics chosen by the student, approved by the college and supervised by a professor, often part of an honors program)
26. Freshman honors courses (designed to challenge academically superior students)
27. Study in a foreign country during undergraduate years in college
28. Advanced placement in English
29. Advanced placement in mathematics
30. Advanced placement in social studies
31. Advanced placement in natural sciences
32. Advanced placement in French
33. Advanced placement in German
34. Advanced placement in Spanish
35. Advanced placement in other language

List of College Majors and Occupational Choices

400 Undecided

410 AGRICULTURE & AGRICULTURAL TECHNOLOGIES, General
411 Agricultural Business
412 Agricultural Economics
413 Agricultural Mechanics
414 Agricultural Production/Technology
415 Agronomy (e.g., field crop management, soils)
416 Animal Sciences (e.g., animal breeding, dairy, poultry)
417 Farm and Ranch Management
418 Fish, Game, and Wildlife Management
419 Food Sciences/Technology
420 Forestry (pre-forestry) and Related Sciences
421 Horticulture/Ornamental Horticulture
422 Natural Resources (air, water, soil, etc.) Management

430 ARCHITECTURE & ENVIRONMENTAL DESIGN, General
431 Architectural Drafting
432 Architecture (pre-architecture)
433 Building Construction/Construction Science
434 City, Community, and Regional Planning
435 Environmental Design
436 Interior Design
437 Landscape Architecture

450 BUSINESS & MANAGEMENT, General
451 Accounting
452 Banking and Finance
453 Business Administration and Management
454 Business Economics
455 Contract Management & Procurement/Purchasing
456 Hotel/Restaurant Management
457 Human Resources Development/Training
458 Institutional Management
459 Insurance and Risk Management
460 International Business Management
461 Labor/Industrial Relations
462 Management Information Systems
463 Management Science
464 Marketing Management and Research
465 Organizational Behavior
466 Personnel Management
467 Real Estate
468 Small Business Management/Ownership
469 Trade and Industrial Supervision and Management
470 Transportation Management

480 BUSINESS & OFFICE, General
481 Bookkeeping
482 Business Data Processing/Computer Operation
483 Court Reporting
484 Office Supervision and Management
485 Secretarial (including executive, legal, medical)
486 Typing and General Office
487 Word Processing

510 MARKETING & DISTRIBUTION, General
511 Fashion Merchandising
512 Retailing and Sales
513 Travel Services and Tourism

520 COMMUNICATIONS & COMMUNICATIONS TECH., General
521 Advertising
522 Commercial Art
523 Graphic and Printing Communications
524 Journalism
525 Photographic/Motion Picture Technology
526 Public Relations
527 Radio/Television Broadcasting
528 Radio/Television Production and Technology

540 COMMUNITY & PERSONAL SERVICES, General
541 Corrections
542 Cosmetology/Barbering
543 Criminal Justice/Criminology
544 Fire Protection/Fire Control & Safety Technology
545 Funeral Services/Mortuary Science
546 Law Enforcement and Administration
547 Library Science/Library Assisting
548 Military Science/Technology
549 Parks and Recreation
550 Public Administration
551 Public Affairs
552 Social Work

560 COMPUTER & INFORMATION SCIENCES, General
561 Computer Programming
562 Computer Science
563 Data Processing
564 Information Sciences and Systems
565 Math/Computer Science

570 CROSS-DISCIPLINARY STUDIES, General
571 Area and Ethnic Studies (e.g., Latin American studies, Afro-American studies)
572 Liberal/General Studies
573 Multi/Interdisciplinary Studies (e.g., peace studies, women's studies)

580 EDUCATION, General
581 Adult and Continuing Education
582 Education Administration
583 Elementary Education
584 Junior High/Middle School Education
585 Pre-elementary (early childhood) Education
586 Secondary Education
587 Student Counseling
588 Teacher Aide

590 TEACHER EDUCATION, General
591 Agricultural Education
592 Art Education
593 Business Education
594 English Education
595 Foreign Languages Education
596 Health Education
597 Home Economics Education
598 Industrial Arts Education
599 Mathematics Education
600 Music Education
601 Physical Education
602 Science Education
603 Social Studies/Social Sciences Education
604 Special Education (e.g., learning disabled, gifted)
605 Speech Correction Education
606 Teaching English as a Second Language
607 Technical/Trade and Industrial Education
608 Education, Other Subject Area

620 ENGINEERING (PRE-ENGINEERING), General
621 Aerospace, Aeronautical & Astronautical Engineering
622 Agricultural Engineering
623 Architectural Engineering
624 Bioengineering and Biomedical Engineering
625 Ceramic Engineering
626 Chemical Engineering
627 Civil Engineering
628 Computer Engineering
629 Construction Engineering/Construction Management
630 Electrical, Electronics & Communications Engineering
631 Engineering Management
632 Engineering Physics
633 Engineering Science
634 Environmental Health Engineering
635 Geological and Geophysical Engineering
636 Industrial Engineering
637 Materials Engineering
638 Mechanical Engineering
639 Metallurgical Engineering
640 Mining and Mineral Engineering
641 Naval Architecture and Marine Engineering
642 Nuclear Engineering
643 Ocean Engineering
644 Petroleum Engineering
645 Systems Engineering

660 ENGINEERING-RELATED TECHNOLOGIES, General
661 Aeronautical Technology
662 Air Conditioning, Heating & Refrigeration Tech.
663 Architectural Design
664 Biomedical Equipment Technology
665 Civil Technology
666 Computer Technology
667 Construction Technology
668 Drafting and Design Technology
669 Electrical Technology
670 Electronic Technology
671 Electromechanical Instrumentation & Maintenance Tech.
672 Environmental Control Technology
673 Industrial Production Technology
674 Laser Electro-Optic Technology
675 Mechanical Technology
676 Mechanical Design Technology
677 Mining and Petroleum Technology
678 Occupational Safety & Health Technology
679 Surveying and Mapping Technology
680 Engineering-Related Technologies, Other

720 FOREIGN LANGUAGES, General
721 Asian Languages (e.g., Chinese, Japanese, Korean)
722 Classical Languages (e.g., Greek, Latin)
723 French
724 German
725 Italian
726 Middle Eastern Languages (e.g., Arabic, Hebrew)
727 Russian
728 Spanish
729 Foreign Languages, Other

740 HEALTH SCIENCES & ALLIED HEALTH FIELDS, General
741 Chiropractic (pre-chiropractic)
742 Dental Assisting
743 Dental Hygiene
744 Dental Laboratory/Technology
745 Dentistry (pre-dentistry)
746 Emergency Medical Technology-Ambulance/Paramedic
747 Health Care Administration
748 Medical Assisting
749 Medical Laboratory Technology
750 Medical Records Administration/Technology
751 Medicine (pre-medicine)
752 Mental Health & Human Services/Technology
753 Nuclear Medical Technology
754 Nursing (practical nursing)
755 Nursing, Registered (B.S.)
756 Occupational Therapy/Assisting
757 Optometry (pre-optometry)
758 Pharmacy (pre-pharmacy)
759 Physician Assisting
760 Physical Therapy/Assisting
761 Radiology/Radiologic Technology
762 Recreational/Activities Therapy
763 Respiratory Therapy/Technology
764 Speech Pathology/Audiology
765 Veterinarian Assisting
766 Veterinary Medicine (pre-veterinary medicine)

780 HOME ECONOMICS, General
781 Child Development, Care, and Guidance
782 Child Care Aide/Assisting
783 Culinary Arts (chef/cook)
784 Family/Consumer Resource Management
785 Fashion Design
786 Food Production, Management, and Services
787 Food Sciences & Human Nutrition/Dietetics
788 Human Environment and Housing
789 Individual and Family Development
790 Textiles and Clothing

800 LETTERS, General
801 Classics
802 Comparative Literature
803 Creative Writing
804 English, General
805 Linguistics
806 Literature, English/American
807 Speech, Debate, and Forensics

810 MATHEMATICS, General
811 Actuarial Sciences
812 Applied Mathematics
813 Statistics

820 PHILOSOPHY, RELIGION, & THEOLOGY, General
821 Bible Studies
822 Philosophy
823 Religion
824 Religious Education
825 Religious Music
826 Theology

830 SCIENCES (BIOLOGICAL & PHYSICAL), General
831 Astronomy
832 Atmospheric Sciences and Meteorology
833 Biochemistry and Biophysics
834 Biology
835 Botany
836 Chemistry
837 Earth Science
838 Ecology
839 Geology
840 Microbiology
841 Oceanography
842 Physics
843 Zoology

850 SOCIAL SCIENCES, General
851 Anthropology
852 Economics
853 Geography
854 History
855 International Relations
856 Law (pre-law)
857 Paralegal/Legal Assisting
858 Political Science/Government
859 Psychology
860 Sociology
861 Urban Studies

870 TRADE & INDUSTRIAL, General
871 Aircraft Mechanics
872 Airplane Piloting and Navigation
873 Automotive Body Repair
874 Automotive Mechanics and Technology
875 Aviation Management
876 Computer Electronics/Repair
877 Construction Trades and Carpentry
878 Diesel Engine Mechanics and Technology
879 Drafting
880 Electrical & Electronics Equipment Repair
881 Heating, Air Conditioning, & Refrigeration Mechanics
882 Machine Tool Operation/Machine Shop
883 Mechanical Drafting
884 Welding and Welding Technology

920 VISUAL & PERFORMING ARTS, General
921 Applied Design/Crafts (e.g., ceramics, glass, jewelry, weaving)
922 Art (e.g., painting, drawing, sculpture)
923 Art History and Appreciation
924 Cinematography/Film/Video
925 Dance
926 Design, General
927 Dramatic Arts
928 Fine Arts, General
929 Graphic Arts Technology
930 Graphic Design
931 Music (liberal arts)
932 Music Performance
933 Music Theory and Composition
934 Photography

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Some colleges allow students to receive credit for certain courses through the use of special testing procedures. Indicate in which subject areas you would be interested in obtaining credit by examination.

36. Credit by examination in English
37. Credit by examination in mathematics
38. Credit by examination in social studies
39. Credit by examination in natural sciences

College Extracurricular Plans

The next questions (40-55) list student activities you may be interested in at college. Please respond Y or N to each item.

Yes, I do plan to participate .... *Y*
No, I do not plan to participate .... *N*

40. Instrumental music
41. Vocal music
42. Student government
43. Publications (newspaper, yearbook, literary magazine)
44. Debate
45. Departmental clubs
46. Dramatics, theater
47. Religious organizations
48. Racial or ethnic organizations
49. Intramural athletics
50. Varsity athletics
51. Political organizations
52. Radio-TV
53. Fraternity or sorority
54. Special-interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
55. Campus or community service organizations

Financial Aid

The next four questions ask for information about financing your college education, which will be useful to college financial aid officers. Use the responses below to answer items 56-57.

Yes, applies to me .... *Y*
No, does not apply to me .... *N*

56. I expect to apply for financial aid to help meet college expenses.
57. I expect to work while attending college and would like help in finding employment.
58. About how many hours per week do you plan to work during your first year of college?
None 1
1–10 2
11–20 3
21–30 4
31 or more 5
59. To plan financial aid for entering students, colleges need to know the financial background of their students. Please estimate the approximate total combined income of your parents before taxes last year.
Less than $18,000 0
About $18,000 to $24,000 1
About $24,000 to $30,000 2
About $30,000 to $36,000 3
About $36,000 to $42,000 4
About $42,000 to $50,000 5
About $50,000 to $60,000 6
About $60,000 to $80,000 7
About $80,000 to $100,000 8
More than $100,000 9

Background Information

Items 60-65 request information about you and your family.

60. Which of the following best describes the community in which you live?
Farm or open country 1
Town or city with population of:
Less than 500 2
500–1,999 3
2,000–9,999 4
10,000–49,999 5
50,000–249,999 6
250,000–499,999 7
500,000–999,999 8
More than 1 million 9
61. How many brothers and sisters under 21 years of age do you have?
None 0
One 1
Two 2
Three 3
Four 4
Five 5
Six 6
Seven 7
Eight 8
Nine or more 9
62. Indicate your religious affiliation or preference. (We could not list all possible religious denominations here; this list emphasizes those that sponsor several colleges or universities in the United States.)
Assemblies of God 01
Baptist 02
Southern Baptist 03
Christian (Disciples of Christ) 04
Christian Reformed/Reformed 05
Church of the Brethren 06
Church of Christ 07
Church of God 08
Church of the Nazarene 09
Eastern Christian Orthodox 25
Episcopal 10
Friends 11
Jewish 12
Latter-Day Saints 13
Lutheran 14
Lutheran—Missouri Synod 15
Methodist 16
African Methodist Episcopal (A.M.E.) 17
Presbyterian 18
Roman Catholic 19
Seventh Day Adventist 20
United Church of Christ 21
Other 22
None 23
I prefer not to respond 24
63. How far away do you live from the college you expect to attend?
Less than 10 miles 1
10–25 miles 2
26–100 miles 3
More than 100 miles 4
I have no particular college in mind yet 5
64. Is English the language most frequently spoken in your home?
Yes .... Y
No .... N
I prefer not to respond .... O

Colleges often provide special educational programs and opportunities, and in some cases scholarships or financial assistance, for students from particular racial or ethnic backgrounds. The following item provides a means for you to identify yourself so that colleges may communicate with you about these programs and opportunities. This information also assists colleges in reporting data required by the 1964 Civil Rights Act.

65. Which of the phrases below best describes your racial/ethnic background? Please select only one response.
African-American/Black 1
American Indian, Alaskan Native 2
Caucasian-American/White 3
Mexican-American/Chicano 4
Asian-American, Pacific Islander 5
Puerto Rican, Cuban, other Hispanic origin 6
Other 7
Multiracial 8
I prefer not to respond 9

Factors Influencing College Choice

Items 66–77 concern factors influencing your college choice.

66. I prefer to attend the following type of college:
Public college or university (4-year) 1
Private college or university (4-year) 2
Public community or junior college (2-year) 3
Private junior college (2-year) 4
Vocational-technical school (2-year or less) 5
School of nursing 6
67. I prefer to attend a college that is
coeducational 1
all male 2
all female 3
no preference 4
68. In which state do you prefer to attend college? You may indicate up to five states in order of preference. Use the state code list on page 1 of your registration folder.
69. I prefer to attend a college with a maximum yearly tuition of (do not include room and board):
$500 1
$1,000 2
$2,000 3
$3,000 4
$4,000 5
$5,000 6
$7,500 7
$10,000 8
No preference 9
70. The size of the student body of the college I prefer to attend is
under 1,000 students 1
1,000 to 5,000 students 2
5,000 to 10,000 students 3
10,000 to 20,000 students 4
20,000 students and over 5

In selecting a college, how important to you are (were) the following factors? Please rank items 71–77 by assigning a 1 to the most important one, 2 to the next most important, and so on. Do not assign the same rank to more than one item. If you wish to omit one or more items, you may.

71. Type of institution (private, public; 4-year, 2-year)
72. Male/female composition of student body (e.g., all male, all female, coeducational)
73. Location (state or region)
74. Tuition, cost
75. Size of enrollment
76. Field of study (major, curriculum)
77. A factor other than those listed above

High School Information

Items 78–189 concern information about your high school education and activities. If you have been out of high school for 4 years or more, skip items 78–189; you may go directly to item 190.

78. The high school from which I will (did) graduate can be best described as a
    - public high school 1
    - Catholic high school 2
    - private, independent school 3
    - private, denominational school 4
    - military school 5
    - other 6
79. The number of students in my high school graduating class is (was)
    - fewer than 25 1
    - 25-99 2
    - 100–199 3
    - 200-399 4
    - 400-599 5
    - 600-899 6
    - 900 or more 7
80. The percentage of students in my high school who are (were) of racial background similar to mine is (was)
    - 10% or less 1
    - between 11% and 25% 2
    - between 26% and 50% 3
    - between 51% and 75% 4
    - between 76% and 90% 5
    - 91% or more 6
81. My class rank in high school is/was (If you are not sure, give your best estimate)
    - top quarter 1
    - second quarter 2
    - third quarter 3
    - fourth quarter 4
82. My overall high school average is (was)
    - (D- to D) 0.5-0.9 1
    - (D to C-) 1.0-1.4 2
    - (C- to C) 1.5-1.9 3
    - (C to B-) 2.0-2.4 4
    - (B- to B) 2.5-2.9 5
    - (B to B+) 3.0-3.4 6
    - (A- to A) 3.5-4.0 7
83. The program of high school courses I took can best be described as
    - business or commercial 1
    - vocational-occupational 2
    - college preparatory 3
    - other or general 4

Years Certain Subjects Studied
(Grades 9–12)

*Items 84–93 concern the number of years you **will have studied** certain subjects by the time **you graduate** (or have studied, if you have graduated) from high school. Use the responses below to answer **all** the items in the group.*

- Half-year 1
- One year 2
- One and a half years 3
- Two years 4
- Two and a half years 5
- Three years 6
- Three and a half years 7
- Four years or more 8
- I did not take any course in the subject 9

84. English
85. Mathematics
86. Social studies (history, civics, geography, economics)
87. Natural sciences (biology, chemistry, physics)
88. Foreign language (Spanish)
89. Foreign language (German)
90. Foreign language (French)
91. Foreign language (other)
92. Business or commercial
93. Vocational-occupational

Advanced Placement, Accelerated, or Honors Courses

While in high school, I was enrolled in advanced placement, accelerated, or honors courses in the following areas. Use the responses below to answer all the items in this group.

- *Yes* .... *Y*
- *No* .... *N*

94. English
95. Mathematics
96. Social studies
97. Natural sciences
98. Foreign language

High School Extracurricular Activities

Items 99–114 list student extracurricular activities. Please answer Y or N to each item on the list.

- *Yes, I participated in this activity* .... *Y*
- *No, I did not participate in this activity* .... *N*

99. Instrumental music (band, orchestra)
100. Vocal music
101. Student government
102. Publications (newspaper, yearbook, literary magazine)
103. Debate
104. Departmental clubs (science club, math club, etc.)
105. Dramatics, theater
106. Religious organizations
107. Racial or ethnic organizations
108. Intramural athletics
109. Varsity athletics
110. Political organizations
111. Radio-TV
112. Fraternity, sorority, or other social clubs
113. Special interest groups (ski club, sailing club, judo club, card section, drill teams, etc.)
114. School or community service organizations

Out-of-Class Accomplishments

Items 115–177 deal with your high school out-of-class accomplishments. Please respond Y or N to each item.

- *Yes, applies to me* .... *Y*
- *No, does not apply to me* .... *N*

Leadership

115. Was appointed to a student office
116. Actively campaigned to elect myself or another student to a school office
117. Organized a school political group or campaign
118. Participated in a nonschool political campaign
119. Participated in a student movement to change institutional rules, procedures, or policies
120. Was elected to one or more student offices
121. Received an award or special recognition for leadership (of any kind)

Music

122. Composed music
123. Performed with a professional musical group (orchestra, band, choral group)
124. Performed in a school musical group
125. Gave a public recital (individual or group)
126. Played a musical instrument
127. Received a superior rating in a state music contest
128. Participated in a state music contest

Speech

129. Placed first, second, or third in a regional or state speech or debate contest
130. Entered a school speech or debate contest
131. Had substantial roles in high school or church-sponsored plays
132. Gave a speech recital
133. Had roles in plays (not high school or church-sponsored)
134. Appeared on radio or TV as a performer
135. Read for a part in a high school play

Art

136. Finished a work of art (painting, ceramics, sculpture, etc.) on my own (not as part of a course)
137. Exhibited a work of art at my school
138. Exhibited a work of art in a statewide or regional show
139. Exhibited a work of art in a city or county art show
140. Won a prize or award in an art competition at my high school
141. Won a prize or award in a city, county, or state artistic competition
142. Had photographs, drawings, or other artwork published in a public newspaper or magazine

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Writing

143. Worked on the staff of a school paper or yearbook
144. Had poems, stories, essays, or articles published in a school publication
145. Wrote an original but unpublished piece of creative writing on my own (not as part of a course)
146. Had poems, stories, or articles published in a public newspaper or magazine (not school paper) or in a state or national high school anthology
147. Won literary award or prize for creative writing
148. Had a work of creative writing published in a public magazine or book
149. Had a work of creative writing published in a school literary magazine or newspaper

Science

150. Wrote an independent paper on a scientific topic which received the highest possible grade given in my school
151. Performed an independent scientific experiment (not as part of a course)
152. Participated in a National Science Foundation summer program for high school students
153. Won a prize or award (of any kind) for scientific work or study
154. Placed first, second, or third in a regional or state science contest
155. Placed first, second, or third in a school science contest
156. Participated in a scientific contest or talent search

Athletics

157. Participated in one or more varsity athletic team events (football, basketball, baseball, etc.) while attending high school
158. Earned a varsity letter in one or more sports in high school
159. Was appointed or elected cheerleader or captain of a varsity team in high school
160. Received all-city, league, county, or state team award (including honorable mention)
161. Participated in an organized athletic competition outside high school
162. Participated in two or more individual athletic activities (tennis, swimming, bowling, skiing, golf, etc.)
163. Attended athletic events regularly

Community Service

164. Won recognition or an award for a club or organization activity (FFA, FHA, 4-H, Scouting, Boys' Club, Girls' Club)
165. Taught in a church or synagogue, or led a religious service on a regular basis
166. Worked as a volunteer aide in a hospital, clinic, or home
167. Was active in programs which helped my community or neighborhood develop pride in itself
168. Participated in a program to assist children or adults who were handicapped mentally, physically, educationally, or economically
169. Worked as a volunteer on a civic improvement project or in a voter education project
170. Received an award or recognition for any kind of community service

Work Experience

171. Held a regular part-time job (e.g., waitress, sales clerk, newspaper carrier, etc.)
172. Held a full-time paying job during the summer
173. Earned money by selling goods or services
174. Participated in a work-study, distributive education, cooperative work program while enrolled in high school
175. Started my own business or service
176. Supervised the work of others
177. Managed the financial affairs of some organization

Evaluation of High School Experience

Items 178–188 ask you to rate certain aspects of your high school. Your name will not be identified with your responses. (A group report without names will be sent to high schools testing 30 or more students per year.) Please try to be both frank and fair; answer in terms of your own experience or observations and not in terms of what you may have heard from other students. Use the following scale:

Satisfied, no change necessary............1
No strong feelings one way or the other............2
Dissatisfied, improvement is needed............3
No experience with this aspect of the school............4

178. Classroom instruction
179. Number and variety of course offerings
180. Grading practices and policies
181. Number and kinds of tests given
182. Guidance services provided by the guidance office
183. School rules, regulations, and policies
184. Library or learning center
185. Laboratory facilities
186. Provision for students needing special assistance in improving skills in reading, math, etc.
187. Provision for academically outstanding students (e.g., honor programs, accelerated courses, etc.)
188. Adequacy of programs in career education and planning
189. How adequate do you feel your high school education has been (was)?

Very inadequate............1
Below average............2
Average............3
Good............4
Excellent............5

Information About Educational Opportunities

The ACT Educational Opportunity Service permits you to receive information about educational and financial aid opportunities from colleges, governmental agencies, and professional associations. It also identifies you to scholarship agencies so they may alert you to financial aid opportunities they offer. These organizations and scholarship agencies may want to send information to students with special characteristics (e.g., those who live in a particular state, who plan a specific college major, or whose ACT score falls within a given range). By selecting "yes" below, you authorize ACT to release your identifying information (name, address, Social Security number, sex, and date of birth), high school, year of graduation, intended college major, and first choice vocational field to these organizations and scholarship agencies. You also indicate your interest in receiving information from these organizations and scholarship agencies.

190. You will be included in the Educational Opportunity Service only if you answer "Yes" to this item:

Yes, I want to be included in the Educational Opportunity Service............1
No, I do not want to be included in the Educational Opportunity Service............2

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SAT Student Descriptive Questionnaire (SDQ)
1995-1996

College Entrance Exam Board and
Educational Testing Service
1995

1995-96

Student Descriptive Questionnaire (SDQ)

(For item 12, pages 2 and 3 on the Registration Form)

Although completing the SDQ is voluntary, it enables you to send colleges information about your interests, activities, and plans, along with your test scores. Your responses may help counselors and admission officers advise you about your college plans.

Your answers to most questions will appear on the score reports that will be sent to you, your high school, and colleges and scholarship programs you name to receive reports. On score reports for the SAT I: Reasoning Test and SAT II: Subject Tests, your responses will be used to compare your college plans and preferences to the characteristics of the colleges to which you are reporting your scores. Your answers to other questions (the questionnaire identifies which ones) will not appear on any score reports but will be used for research and planning by educational institutions. Recipients of College Board scores and related data are advised to maintain confidentiality of data and to adhere to College Board guidelines. You are encouraged to answer all questions, but you may skip any question you wish.

Most of the questions are addressed to students still in high school. If you are no longer in school, answer them as well as you can.

Making Changes in Your SDQ

You need to complete this SDQ only once. If you register for a subsequent test date, you can change those answers that you want updated. However, you must answer the entire question because your new answer will completely replace your previous answer. For example, if you have taken a calculus course since the last time you answered the SDQ and want to update your SDQ to include this information, you must record all your previous math courses as well as calculus, even though you recorded these courses the first time you answered the SDQ. Your previous answers to all other questions will continue to be reported as they were to high schools and colleges.

To make changes in your SDQ, call College Board SAT Program, 1-609-771-7600.

If you reregister by telephone, remember to update any of your SDQ responses that may have changed.

---

1. Indicate the total number of years of *high school courses* (in grades 9 through 12) you have taken *or plan to take* in each of the subjects listed below. If you have not taken any course in a subject and do not plan to take one in high school, fill in the oval in the "None" column. If you repeat a course, count it only once. If one (or more) of the courses is an advanced placement, accelerated, or honors course, fill in the oval in the "Honors" column.

Arts and Music (for example, art, music, art history, dance, theater)
English (for example, composition, grammar, or literature)
Foreign and Classical Languages
Mathematics
Natural Sciences (for example, biology, chemistry, or physics)
Social Sciences and History (for example, history, government, or geography)

In questions 2-5, using the same guidelines as in question 1, indicate the total number of years you have taken *or plan to take* the *specific* courses listed.

2. Foreign and Classical Languages

Chinese
French
German
Greek
Hebrew
Italian
Japanese
Korean
Latin
Russian
Spanish
Other language courses

3. Mathematics

Algebra
Geometry
Trigonometry
Precalculus
Calculus
Computer Math
Other mathematics courses

4. Natural Sciences

Biology
Chemistry
Geology or related Earth or Space Sciences
Physics
Other science courses

5. Social Sciences and History

U.S. History
U.S. Government or Civics
European History
World History or Cultures
Ancient History
Anthropology
Economics
Geography
Psychology
Sociology
Other social science or history courses

6. Please enter the *average* grade for all courses you have already taken in each subject.

- A or excellent (usually 90-100)
- B or good (usually 80-89)
- C or fair (usually 70-79)
- D or passing (usually 60-69)
- E or F or failing (usually 59 or below)

Arts and Music
English
Foreign and Classical Languages
Mathematics
Natural Sciences
Social Sciences and History

7. Please indicate your cumulative grade point average for all academic subjects in high school.

- A+ (97-100)
- A (93-96)
- A– (90-92)
- B+ (87-89)
- B (83-86)
- B– (80-82)
- C+ (77-79)
- C (73-76)
- C– (70-72)
- D+ (67-69)
- D (65-66)
- E or F (below 65)

8. What is your most recent high school class rank? (For example, if you are 15th in a class of 100, you are in the second tenth.) If you do not know your rank, please check with your high school guidance counselor. If rank is not used in your school, give your best estimate.

a. Highest tenth } in the top fifth
b. Second tenth } in the top fifth
c. Second fifth
d. Middle fifth
e. Fourth fifth
f. Lowest fifth

For questions 9 through 11, please provide information about the content of some of your high school courses and related activities out of class that you have taken *or plan to take*. (You may mark more than one in each subject area.)

9. English course work or experience

a. American Literature
b. British Literature
c. Composition
d. Grammar
e. Literature of a country other than the United States or Britain
f. Literature of different historical periods
g. Speaking and listening skills
h. English as a second language

10. Art and Music course work or experience

a. I have had no course work or experience in this area.
b. Acting or the production of a play
c. Art history or art appreciation
d. Dance
e. Drama or theater for appreciation
f. Music history, theory, or appreciation
g. Music, instrumental or vocal performance
h. Photography or filmmaking
i. Studio art and design

11. Computer course work or experience

a. I have had no course work or experience in this area.
b. Computer literacy, awareness, or appreciation
c. Data processing
d. Computer programming (BASIC, COBOL, FORTRAN, PASCAL, etc.)
e. Use of the computer to solve math problems
f. Use of the computer to solve problems in the social sciences
g. Use of the computer to solve problems in the natural sciences
h. Use of the computer in English courses
i. Word processing (use of the computer in writing letters or preparing papers)

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12A. Do you have regular access to a calculator?

a. No, I do not have regular access to a calculator.
b. Yes, but I never or almost never use it.
c. Yes, and I use it once or twice a month.
d. Yes, and I use it once or twice a week.
e. Yes, and I use it almost every day.

12B. What is the primary way you learned to use a calculator?

a. I do not know how to use a calculator.
b. I learned on my own.
c. I learned in school classes.
d. I learned from a family member or friend.
e. I learned at my job or from a co-worker.

12C. What type of calculator do you use most frequently?

a. None, I do not use a calculator
b. A four-function calculator (add, subtract, multiply, and divide; may also include two or three other special keys such as % and square root)
c. A scientific calculator (includes trigonometric functions [usually labeled SIN, COS, and TAN], (pi), and logarithms [usually labeled LOG])
d. A graphing calculator
e. A business or specialized calculator

12D. How often do you use a calculator on tests in your mathematics or science courses?

a. On every or almost every test
b. Sometimes on tests
c. Never, I am not allowed to use a calculator on tests.
d. Never, I prefer not to use a calculator on tests.

13. In addition to regular class work, many students are involved in activities that reflect their abilities and interests. These include community service and involvement, extracurricular and out-of-school activities, and individual endeavors. Indicate in which grades you participated *or plan to participate* in the activities listed below. Remember to include activities and accomplishments that are not school sponsored as well as your extracurricular activities.

If you have held a major office or position of leadership in an activity (for example, class president, varsity team captain, officer of a statewide organization) or if you have received an award or special recognition for achievement in an activity (for example, school prize for music or writing, varsity letter, regional science fair prize, state orchestra), fill in the oval in the column marked "Office/Award."

- Academic honor society
- Art activity
- Athletics: Intramural, junior varsity, or community sports
- Athletics: Varsity or amateur-level sports
- Career-oriented activity (for example, Future Teachers of America, Future Farmers of America, Future Homemakers)
- Community or service activity (for example, volunteer work, neighborhood clean-up or patrol group, Scouting, 4-H, Key Club)
- Computer activity (for example, a user's group, computer club, learning to use a computer on your own)
- Dance activity
- Debating or public speaking
- Ethnic or cross-cultural activity (for example, Black student organization, Hispanic club, international folk dancing)
- Foreign exchange or study abroad program
- Foreign language activity
- Government or political activity (for example, student government, honors council, working on a political campaign, human rights or civil rights activity in your community)
- Journalism or literary activity (for example, creative writing, yearbook, school newspaper, community newspaper)
- Junior Reserve Officers Training Corps
- Music: Instrumental (for example, high school band, community orchestra, solo work)
- Music: Vocal (for example, glee club, chorus, solo work)
- Religious activity or organization
- Science or mathematics activity (for example, math club, ecology or environmental group, science fair project)
- School-spirit activity (for example, cheerleading, drill team)
- Theater activity (for example, community or school production, acting, stage crew)
- Work: Cooperative work program
- Work: Part-time job, not school related
- Other activity not listed
- I have not participated in any of the above activities.

14. Please indicate in which sports you have participated *or plan to participate*. (You may mark up to six sports.)

- I have not participated in any sports.

a. Archery
b. Badminton
c. Baseball
d. Basketball
e. Bowling
f. Boxing
g. Cross-country
h. Diving
i. Fencing
j. Field hockey
k. Football
l. Golf
m. Gymnastics
n. Handball
o. Horseback riding
p. Ice hockey
q. Lacrosse
r. Martial Arts
s. Racquetball
t. Riflery
u. Rowing (crew)
v. Rugby
w. Sailing
x. Skiing
y. Skin diving
z. Soccer
0. Softball
1. Squash
2. Swimming
3. Table tennis
4. Tennis
5. Track and field
6. Volleyball
7. Water polo
8. Wrestling
9. Other

Questions 15 through 20 ask about the kind of college or university you are interested in attending during your first year in college. There are no "right" or "wrong" answers, and you may mark as many preferences as you like. If you do not have an idea about the kind of college or university you'd like to attend, fill in the last oval, "Undecided."

15. What type(s) of institution are you interested in attending? (You may mark more than one.)

a. A four-year college or university
b. A two-year community or junior college
c. A vocational/technical school
d. Undecided

16. Which of the following are you considering? (You may mark more than one.)

a. A public university, state college, or community college
b. A private university, college, or junior college (not religiously affiliated)
c. A private, religiously affiliated university, college, or junior college
d. Undecided

17. What size college(s) are you thinking of attending? (You may mark more than one.)

a. Less than 1,000 students
b. About 1,000 to 5,000 students
c. About 5,000 to 10,000 students
d. About 10,000 to 20,000 students
e. More than 20,000 students
f. Undecided

18. What college setting(s) do you prefer? (You may mark more than one.)

a. Large city or metropolitan area
b. Medium-size city
c. Small city or town
d. Suburban community
e. Rural
f. Undecided

19. Where would you like to go to college? (You may mark more than one.)

a. Close to home
b. In my home state
c. In a state bordering mine
d. Beyond states bordering mine
e. Outside the United States
f. Undecided

20. What type(s) of college are you considering? (You may mark more than one.)

a. All women or all men
b. Coeducational
c. Undecided

21. What is the highest level of education you plan to complete beyond high school? (Mark only one.)

a. Specialized training or certificate program
b. Two-year associate of arts or sciences degree (such as AA, AAS, or AS)
c. Bachelor's degree (such as BA or BS)
d. Master's degree (such as MA, MBA, or MS)
e. Doctoral or related degree (such as PhD, JD, MD, DVM)
f. Other
g. Undecided

A list of both general (bold type) and specific majors or areas of study in college is on page 18. Related areas or majors are indicated in parentheses. Although you do not need to know what your "major" in college will be, we would like you to mark the subject area or areas that interest you. In questions 22, 24, 25, 26, and 27 you may indicate the specific or general areas of study that you are considering.
If you have none, please fill in number 999 (Undecided).

22. Indicate the major or area of study that is your first choice. Write in the code number and fill in the appropriate oval under each digit.

23. How certain are you about your first choice of major or area of study?

- Very certain
- Fairly certain
- Not certain

24-27. Indicate up to four other majors or areas of study that interest you.

28. The College Board sponsors various services and publications to help students and their families plan for college. Occasionally, we may want to notify you of these opportunities. Would you and your family like to receive announcements about these services and publications?

- Yes
- No

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29. Did you take the PSAT/NMSQT?

- ● Yes
- ● No
- ● I don't know

30. Some colleges allow well-prepared students to skip required introductory courses and take advanced course work instead. This exemption is sometimes based upon the results of tests such as Advanced Placement Examinations, SAT II: Subject Tests, and tests of the College-Level Examination Program. Some colleges give their own placement or "credit by examination" tests. Mark each subject area in which you plan to apply for advanced placement, credit by examination, or exemption from courses.

a. Art
b. Biology
c. Chemistry
d. Computer Science
e. English
f. Foreign Languages
g. Humanities
h. Mathematics
i. Music
j. Physics
k. Social Studies
l. I don't plan to apply for exemption from these courses.

31. You may want to receive help outside regular course work from the college you plan to attend. If so, indicate each area in which you may want help.

a. Developing educational plans
b. Developing vocational/career or placement plans
c. Developing better study skills
d. Improving mathematical skills
e. Improving reading skills
f. Improving writing skills
g. I don't plan to ask for help in these areas.

32. Below is a list of typical activities or clubs in which students participate in college. Mark each activity you may want to take part in while in college.

a. Art
b. Athletics: Intramural sports
c. Athletics: Varsity sports
d. Community or service organization
e. Cooperative work or internship program
f. Dance
g. Debating or public speaking
h. Departmental organization (club within my major)
i. Drama or theater
j. Environmental or ecology activity
k. Ethnic activity
l. Foreign study or study abroad program
m. Fraternity, sorority, or social club
n. Honors program or independent study
o. Journalism or literary activity
p. Music: Instrumental performance
q. Music: Vocal performance
r. Religious activity
s. Reserve Officers Training Corps (ROTC, AFROTC, or NROTC)
t. Student government
u. None of the above

33. Do you plan to apply for financial aid at any college?

● Yes ● No ● I don't know.

34. Do you plan to look for a part-time job while in college?

● Yes ● No ● I don't know.

35. Where do you plan to live during your first year in college?

a. At home
b. On-campus housing
c. Off-campus housing
d. I don't know.

The College Board wants its tests and services to be fair and useful to all candidates. Research based on responses to questions 36 through 38 will help the College Board evaluate and improve its tests and services. Your responses to 36, 37A, and 38 will also be reported to the colleges you specify that accept such information.

36. How do you describe yourself? (Mark only one.)

a. American Indian or Alaskan native
b. Asian, Asian American, or Pacific Islander
c. Black or African American
Hispanic or Latino background:
  d. Mexican or Mexican American
  e. Puerto Rican
  f. Latin American, South American, Central American, or other Hispanic or Latino
g. White
h. Other

37. Please answer both questions below about your language background.

37A. What language did you learn to speak first?

a. English only
b. English and another language
c. Another language

37B. What language do you know best?

a. English
b. English and another language about the same
c. Another language

38. What is your citizenship status?

a. U.S. citizen or U.S. national
b. U.S. permanent resident or refugee
c. Citizen of another country
d. Other or unknown

39. Colleges are often interested in contacting prospective students about their campus-based religious clubs and offerings. Please write in the number of your religious preference or affiliation and fill in the appropriate oval below each digit. If your religious preference or affiliation is not listed, please fill in number 97, "Other."

91	I prefer not to answer.
03	African Methodist Episcopal
05	Anglican
07	Assembly of God
08	Baha'i
09	Baptist
11	Southern Baptist Convention
13	Buddhism
15	Christian Church (Disciples of Christ)
17	Christian Reformed Church in America
19	Church of the Brethren
21	Church of Christ
23	United Church of Christ
25	Church of Christ, Scientist (Christian Science)
27	Church of God
29	Church of Jesus Christ of Latter-day Saints
31	Church of the Nazarene
33	Episcopal
35	Hinduism
37	Islam
39	Judaism
41	Evangelical Lutheran Church in America
43	Lutheran Church–Missouri Synod
45	Mennonite
47	Methodist
49	United Methodist
51	Eastern Orthodox churches
53	Pentecostal
55	Presbyterian Church (U.S.A.)
56	Reformed Church in America
57	Roman Catholic
59	Seventh-day Adventist
61	Society of Friends (Quaker)
63	Unitarian Universalist Association
65	Wesleyan Church
67	Worldwide Church of God
97	Other
99	No preference or affiliation

Your answers to questions 40 through 43 will *not* be included on your score report or on the reports sent to your high school or any colleges. Your answers to these questions may be used for research purposes or reports about groups of students, but only in ways that ensure your privacy.

40. Please indicate any permanently disabling condition you have.

a. None
b. Blindness or other noncorrectable visual impairment
c. Deafness or other hearing impairment
d. Paraplegia
e. Learning disability
f. Other neurological or orthopedic impairment
g. Multiple disabilities
h. Other
i. I prefer not to answer.

41. How do you think you compare with other people your own age in the following three areas of ability? For each area, fill in the appropriate response.

- ● Among the highest 10 percent in this area of ability
- ● Above average in this area
- ● Average in this area
- ● Below average in this area

Mathematical ability
Scientific ability
Writing ability

42. Indicate the highest level of education completed by your father (or male guardian) and your mother (or female guardian) by filling in the appropriate oval in each column. (Mark only one.)

a. Grade school
b. Some high school
c. High school diploma or equivalent
d. Business or trade school
e. Some college
f. Associate or two-year degree
g. Bachelor's or four-year degree
h. Some graduate or professional school
i. Graduate or professional degree

43. What was the approximate combined income of your parents before taxes last year? Include taxable and nontaxable income from all sources.

a. Less than $10,000
b. About $10,000 to $15,000
c. About $15,000 to $20,000
d. About $20,000 to $25,000
e. About $25,000 to $30,000
f. About $30,000 to $35,000
g. About $35,000 to $40,000
h. About $40,000 to $50,000
i. About $50,000 to $60,000
j. About $60,000 to $70,000
k. About $70,000 to $80,000
l. About $80,000 to $100,000
m. More than $100,000

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Appendix B

Data Tables for Central City, South Texas and Upper Rio Grande Areas

Table B-1: Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Household Income and Race/Ethnicity, 1989

Household Income Level	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
$<12,675	1,091,617	23.6	316,298	14.8	239,743	34.9	510,092	30.6	25,484	20.3
$12,675-$19,011	563,415	12.2	179,397	8.4	93,780	13.7	276,488	16.6	13,750	10.9
$19,012-$25,348	527,654	11.4	205,774	9.6	81,837	12.0	226,319	13.6	13,724	10.9
$25,349-$34,999	666,631	14.4	305,676	14.3	93,468	13.7	250,930	15.1	16,557	13.2
$35,000-$49,999	788,467	17.1	438,427	20.4	94,610	13.8	233,166	14.0	22,264	17.7
$50,000-$74,999	625,171	13.5	415,764	19.3	62,561	9.1	127,297	7.6	19,549	15.6
$75,000-$99,999	195,202	4.2	146,857	6.9	14,190	2.1	26,902	1.6	7,253	5.8
$100,000 and up	161,041	3.6	133,884	6.3	4,494	0.7	15,608	0.9	7,055	5.6
South Texas Economic Region										
$<12,675	408,192	31.1	55,878	15.8	18,446	36.8	330,383	36.8	3,485	26.9
$12,675-$19,011	195,780	14.9	33,024	9.4	7,426	14.9	153,717	17.2	1,613	12.5
$19,012-$25,348	156,071	11.9	36,287	10.3	6,380	12.8	111,549	12.5	1,855	14.4
$25,349-$34,999	179,040	13.7	52,209	14.8	5,465	10.9	120,127	13.4	1,239	9.6
$35,000-$49,999	192,828	14.7	75,364	21.3	7,176	14.4	108,119	12.1	2,169	16.7
$50,000-$74,999	123,740	9.4	64,952	18.4	3,849	7.7	53,380	5.9	1,559	12.1
$75,000-$99,999	32,912	2.5	20,050	5.7	1,043	2.1	11,173	1.3	646	5.0
$100,000 and up	22,582	1.8	15,269	4.3	197	0.4	6,751	0.8	365	2.8
Upper Rio Grande Economic Region										
$<12,675	83,538	30.7	10,397	19.3	2,872	30.4	69,755	34.0	514	16.6
$12,675-$19,011	40,505	14.9	5,474	10.2	2,004	21.3	32,588	15.9	439	14.2
$19,012-$25,348	37,077	13.7	6,392	11.9	1,316	14.0	28,995	14.1	374	12.1
$25,349-$34,999	39,960	14.7	7,629	14.2	1,032	11.0	30,881	15.1	418	13.5
$35,000-$49,999	36,754	13.6	9,923	18.5	1,306	13.9	24,561	12.0	964	31.1
$50,000-$74,999	23,507	8.7	8,239	15.3	804	8.5	14,224	6.9	240	7.8
$75,000-$99,999	5,168	1.9	2,813	5.2	82	0.9	2,239	1.1	34	1.1
$100,000 and up	4,749	1.8	2,893	5.4	0	0.0	1,745	0.9	111	3.6

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Table B-2: Number and Percent of Persons Under Age 25 in Selected Areas in Texas by Poverty Level and Race/Ethnicity, 1989

Poverty Level	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Total	4,483,743	100.0	2,061,583	100.0	662,130	100.0	1,638,716	100.0	121,314	100.0
Poverty & Below	1,123,284	25.0	243,876	11.8	239,535	36.2	615,633	37.5	24,240	20.0
101-149% Poverty	550,844	12.3	160,124	7.8	88,007	13.3	289,752	17.7	12,961	10.7
150-200% Poverty	532,559	11.9	204,472	9.9	84,876	12.8	227,353	13.9	15,858	13.1
201% and Over	2,277,055	50.8	1,453,111	70.5	249,711	37.7	505,978	30.9	68,255	56.2
South Texas Economic Region										
Total	1,280,349	100.0	339,702	100.0	46,617	100.0	881,825	100.0	12,205	100.0
Poverty & Below	456,918	35.7	43,368	12.8	16,777	36.0	393,913	44.7	2,860	23.4
101-149% Poverty	186,182	14.5	31,490	9.3	6,391	13.7	146,267	16.6	2,034	16.7
150-200% Poverty	155,275	12.1	37,535	11.0	6,304	13.5	109,951	12.4	1,485	12.2
201% and Over	481,974	37.7	227,309	66.9	17,145	36.8	231,694	26.3	5,826	47.7
Upper Rio Grande Economic Region										
Total	264,155	100.0	50,639	100.0	7,982	100.0	202,585	100.0	2,949	100.0
Poverty & Below	89,868	34.0	7,085	14.0	1,599	20.0	80,806	39.9	378	12.8
101-149% Poverty	45,296	17.2	5,849	11.5	1,770	22.2	37,068	18.3	609	20.7
150-200% Poverty	37,087	14.0	6,064	12.0	1,261	15.8	29,401	14.5	361	12.2
201% and Over	91,904	34.8	31,641	62.5	3,352	42.0	55,310	27.3	1,601	54.3

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Table B-3: Number and Percent of Students in Selected Areas in Texas Completing the SAT by Parents' Education and Race/Ethnicity, 1995-96

Education Level of Parent	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Total	3,555,192		1,579,282		503,201		1,376,517		96,190	
<High School	871,743	24.5	97,391	6.2	100,178	19.9	657,661	47.8	16,512	17.2
High School Graduate	791,418	22.3	305,807	19.4	155,563	30.9	315,703	22.9	14,344	14.9
Some College	1,058,452	29.7	567,383	35.9	181,704	36.1	285,435	20.7	23,930	24.8
Bachelor/4 year Degree	516,553	14.6	376,382	23.8	44,843	8.9	76,195	5.5	19,133	19.3
Graduate Degree and Higher	317,026	8.9	232,319	14.7	20,913	4.2	41,523	3.1	22,271	23.2
South Texas Economic Region										
Total	1,067,218		274,662		35,776		747,067		9,713	
<High School	360,027	33.7	15,042	5.5	5,205	14.6	338,033	45.2	1,747	18.0
High School Graduate	250,046	23.4	53,593	19.5	9,429	26.4	185,684	24.9	1,340	13.8
Some College	285,549	26.8	104,444	38.0	16,385	45.7	161,555	21.6	3,165	32.6
Bachelor/4 year Degree	104,679	9.8	61,010	22.2	3,131	8.8	38,673	5.2	1,865	19.2
Graduate Degree and Higher	66,917	6.3	40,573	14.8	1,626	4.5	23,122	3.1	1,596	16.4
Upper Rio Grande Economic Region										
Total	219,858		40,632		6,359		170,580		2,286	
<High School	74,441	33.8	2,083	5.2	310	4.9	71,735	42.1	313	13.7
High School Graduate	47,401	21.6	7,403	18.2	1,836	28.9	37,591	22.0	570	24.9
Some College	64,771	29.4	15,968	39.3	3,531	55.5	44,705	26.2	566	24.8
Bachelor/4 year Degree	22,763	10.4	10,091	24.8	586	9.2	11,729	6.9	358	15.6
Graduate Degree and Higher	10,482	4.8	5,087	12.5	96	1.5	4,820	2.8	479	21.0

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Table B-4: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Households with Parents without a Bachelor's Degree by Race/Ethnicity, 1990

Education Level of Parents	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Total	3,555,192		1,579,283		503,201		1,376,518		96,190	
No College Degree	2,721,613	76.5	970,582	61.5	437,445	86.9	1,258,800	91.4	54,786	57.0
College Degree	833,579	23.5	608,701	38.5	65,756	13.1	117,718	8.6	41,404	43.0
South Texas Economic Region										
Total	1,067,218		274,662		35,776		747,067		9,713	
No College Degree	895,622	83.9	173,079	63.0	31,019	86.7	685,272	91.7	6,252	64.4
College Degree	171,596	16.1	101,583	37.0	4,757	13.3	61,795	8.3	3,461	35.6
Upper Rio Grande Economic Region										
Total	219,858		40,631		6,359		170,580		2,287	
No College Degree	186,613	84.9	25,454	62.6	5,677	89.3	154,032	90.3	1,450	63.4
College Degree	33,245	15.1	15,177	37.4	682	10.7	16,548	9.7	837	36.6

Table B-5: Number and Percent of Persons Under Age 25 in Selected Areas in Texas Speaking a Language Other than English at Home by Race/Ethnicity, 1990

Speaking a Language Other than English	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 Speaking a Language Other than English at Home	1,172,024	25.4	77,645	3.6	20,768	3.0	1,008,014	60.5	65,597	52.2
South Texas Economic Region										
Persons Under Age 25 Speaking a Language Other than English at Home	580,354	44.3	17,222	4.9	2,559	5.1	555,313	62.0	5,260	40.7
Upper Rio Grande Economic Region										
Persons Under Age 25 Speaking a Language Other than English at Home	149,974	55.3	5,877	10.9	698	7.4	142,273	69.4	1,126	36.4

Table B-6: Number and Percent of Students in Public Schools in Selected Areas in Texas within Categories of Total School District Residential Property Value per Student and Race/Ethnicity, 1995-96

Residential Property Value per Student	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
					Metropolitan Central City					
Total	2,485,592		943,790		411,636		1,054,624		75,542	
$1-$49,999	428,667	17.3	52,966	5.6	42,349	10.3	329,176	31.2	4,176	5.5
$50,000-$69,000	394,892	15.9	128,993	13.7	51,552	12.5	201,357	19.1	12,990	17.2
$70,000-$99,999	555,454	22.4	261,540	27.7	92,899	22.6	189,013	17.9	12,002	15.9
$100,000-$129,999	758,611	30.4	292,269	31.0	184,750	44.9	252,568	24.0	29,024	38.4
$130,000 & Over	347,968	14.0	208,022	22.0	40,086	9.7	82510	7.8	17,350	23.0
					South Texas Economic Region					
Total	768,659		182,712		28899		550,681		6,367	
$1-$49,999	393,860	51.2	34,952	19.1	2,877	10.0	354,929	64.4	1,102	17.3
$50,000-$69,000	123,705	16.1	25,177	13.8	9,271	32.1	88,392	16.1	865	13.6
$70,000-$99,999	103,039	13.4	42,704	23.4	8,071	27.9	50,772	9.2	1,492	23.4
$100,000-$129,999	70,885	9.3	32,365	17.7	4,366	15.1	32,793	6.0	1,361	21.4
$130,000 & Over	77,170	10.0	47,514	26.0	4,314	14.9	23,795	4.3	1,547	24.3
					Upper Rio Grande Economic Region					
Total	154,875		21,784		4,587		127,145		1,359	
$1-$49,999	20,590	13.3	1,311	6.0	71	1.6	19,148	15.1	60	4.4
$50,000-$69,000	67,420	43.5	7,509	34.5	1,580	34.5	57,787	45.4	544	40.0
$70,000-$99,999	66,525	43.0	12,769	58.6	2,922	63.6	50,089	39.4	745	54.8
$100,000-$129,999	340	0.2	195	0.9	14	0.3	121	0.1	10	0.8
$130,000 & Over	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table B-7: Number and Percent of Students in Selected Areas in Texas by School Performance Rating and Race/Ethnicity, 1995-96

School Performance Rating	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City					
Total	2,489,038		945,097		412,204		1,056,037		75,700	
Exemplary	152,235	6.1	111,403	11.8	7,744	1.9	25,654	2.4	7,434	9.8
Recognized	404,816	16.3	208,881	22.1	42,038	10.1	141,137	13.4	12,760	16.9
Acceptable	1,824,083	73.2	595,699	63.0	331,600	80.4	843,405	79.8	53,379	70.5
Low Performing	66,701	2.7	18,864	2.0	20,399	5.0	25,835	2.5	1,603	2.1
Pending	18,666	0.8	5,006	0.5	3,914	1.0	9,503	0.9	243	0.3
Not Rated	22,537	0.9	5,244	0.6	6,509	1.6	10,503	1.0	281	0.4
					South Texas Economic Region					
Total	773,302		184,840		29,679		552,239		6,544	
Exemplary	18,573	2.4	6,316	3.4	266	0.9	11,691	2.1	300	4.6
Recognized	105,445	13.6	28,130	15.2	2,120	7.1	74,183	13.4	1,012	15.5
Acceptable	619,276	80.1	144,340	78.1	25,277	85.2	444,615	80.5	5,044	77.0
Low Performing	14,912	1.9	3,290	1.8	1,404	4.7	10,086	1.8	132	2.0
Pending	4,551	0.6	568	0.3	195	0.7	3,770	0.8	18	0.3
Not Rated	10,545	1.4	2,196	1.2	417	1.4	7,894	1.4	38	0.6
					Upper Rio Grande Economic Region					
Total	154,860		21,780		4,587		127,134		1,359	
Exemplary	3,028	2.0	967	4.4	32	0.7	1,972	1.6	57	4.2
Recognized	20,278	13.1	2,607	12.0	573	12.5	16,932	13.3	166	12.2
Acceptable	127,661	82.4	17,900	82.2	3,841	83.7	104,816	82.4	1,104	81.2
Low Performing	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Pending	2,345	1.5	226	1.0	113	2.5	1,980	1.6	26	1.9
Not Rated	1,548	1.0	80	0.4	28	0.6	1,434	1.1	6	0.5

Table B-8: Number and Percent of Students in Selected Areas in Texas by Responsibility Status and Race/Ethnicity, 1995-96

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Metropolitan Central City										
Number of Students Enrolled (Fall)	2,490,765		946,040		412,421		1,056,578		75,726	
Student Responsibility by Type										
Single Parent Students	1640	0.1	366	0.0	318	0.1	947	0.1	9	0.0
Pregnant Teen Students	1229	0.0	312	0.0	200	0.0	705	0.1	12	0.0
Work Study Students	741	0.0	314	0.0	24	0.0	394	0.0	9	0.0
South Texas Economic Region										
Number of Students Enrolled (Fall)	773,723		184,877		29,684		552,617		6,545	
Student Responsibility by Type										
Single Parent Students	946	0.1	96	0.1	59	0.2	787	0.1	4	0.1
Pregnant Teen Students	628	0.1	68	0.0	37	0.1	519	0.1	4	0.1
Work Study Students	485	0.1	122	0.1	20	0.1	342	0.1	1	0.0
Upper Rio Grande Economic Region										
Number of Students Enrolled (Fall)	154,875		21,784		4,587		127,145		1,359	
Student Responsibility by Type										
Single Parent Students	67	0.0	5	0.0	1	0.0	61	0.0	0	0.0
Pregnant Teen Students	71	0.0	4	0.0	4	0.1	63	0.0	0	0.0
Work Study Students	42	0.0	5	0.0	0	0.0	37	0.0	0	0.0

Table B-9: Number and Percent of Students in Selected Areas in Texas by ACT* and SAT Score and Race/Ethnicity, 1995-96

Test Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City												
ACT												
Total	31,912		14,970		3,783		8,464		2,123		2,572	
0-400	35	0.1	3	0.0	10	0.3	13	0.2	3	0.2	6	0.2
401-820	10,397	32.6	2,541	17.0	2,166	57.3	4,192	49.5	495	23.3	1,003	39.0
821-990	7,829	24.5	3,789	25.3	872	23.0	2,078	24.5	529	24.9	561	21.8
991-1140	6,986	21.9	4,439	29.7	391	10.3	1,130	13.4	550	25.9	476	18.5
1141-1600	6,665	20.9	4,198	28.0	344	9.1	1,051	12.4	546	25.7	526	20.5
Median Score	990		1,030		820		860		1,030		910	
SAT												
Total	57,239		29,514		6,797		13,619		7,309		0	--
0-400	11	0.0	1	0.0	6	0.1	4	0.0	0	0.0	0	--
401-820	11,738	20.5	2,888	9.8	3,036	44.6	4,392	32.2	1,422	19.5	0	--
821-990	17,784	31.1	8,260	28.0	2,431	35.8	5,087	37.4	2,006	27.4	0	--
991-1140	14,479	25.3	9,046	30.6	971	14.3	2,767	20.3	1,695	23.2	0	--
1141-1600	13,227	23.1	9,316	31.6	353	5.2	1,369	10.1	2,186	29.9	0	--
Median Score	990		1,050		850		900		1,010		--	
South Texas Economic Region												
ACT												
Total	12,926		3,619		389		7,255		470		1,193	
0-400	22	0.2	0	0.0	1	0.2	17	0.2	0	0.0	4	0.3
401-820	5,819	45.0	762	21.1	203	52.2	4,052	55.8	148	31.5	654	54.8
821-990	3,083	23.8	968	26.7	96	24.7	1,648	22.7	129	27.4	242	20.3
991-1140	2,043	15.8	977	27.0	54	13.9	780	10.8	90	19.2	142	11.9
1141-1600	1,959	15.2	912	25.2	35	9.0	758	10.5	103	21.9	151	12.7
Median Score	860		1,030		820		820		910		820	
SAT												
Total	15,986		6,181		932		7,485		1,388		0	
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.1	0	--
401-820	4,040	25.3	736	11.9	412	44.2	2,507	33.5	385	27.7	0	--
821-990	5,568	34.8	1,946	31.5	331	35.5	2,866	38.3	425	30.6	0	--
991-1140	3,814	23.9	1,922	31.1	139	14.9	1,440	19.2	313	22.6	0	--
1141-1600	2,563	16.0	1,577	25.5	50	5.4	672	9.0	264	19.0	0	--
Median Score	950		1,030		850		900		950		--	

Table B-9, continued

Test Score	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Upper Rio Grande Economic Region												
ACT												
Total	1,510		308		40		982		96		84	
0-400	1	0.1	0	0.0	0	0.0	1	0.1	0	0.0	0	0.0
401-820	547	36.2	41	13.3	15	37.5	437	44.5	19	19.8	35	41.6
821-990	383	25.4	72	23.4	7	17.5	261	26.6	27	28.1	16	19.1
991-1140	307	20.3	98	31.8	12	30.0	159	16.2	22	22.9	16	19.1
1141-1600	272	18.0	97	31.5	6	15.0	124	12.6	28	29.2	17	20.2
Median Score	910		1,060		910		860		1,030		910	
SAT												
Total	4,021		759		196		2,756		310		0	
0-400	4	0.1	1	0.1	0	0.0	3	0.1	0	0.0	0	--
401-820	1,340	33.3	96	12.7	82	41.9	1,077	39.1	85	27.4	0	--
821-990	1,425	35.4	258	34.0	71	36.2	989	35.9	107	34.5	0	--
991-1140	832	20.7	233	30.7	31	15.8	497	18.0	71	22.9	0	--
1141-1600	420	10.5	171	22.5	12	6.1	190	6.9	47	15.2	0	--
Median Score	900		1,010		850		870		940		--	

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Table B-10: Number and Percent of Students in Selected Areas in Texas by ACT*/SAT Combined Score, Household Income and Race/Ethnicity, 1995-96

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Metropolitan Central City										
<$30,000										
Total	26,828		6,650		5,358		11,877		2,606	
0-400	28	0.1	2	0.0	11	0.2	13	0.1	1	0.0
401-820	10,713	39.9	1,169	17.6	2,995	55.9	5,661	47.7	714	27.4
821-990	8,293	30.9	2,059	30.9	1,574	29.4	3,776	31.8	801	30.7
991-1140	4,684	17.5	1,926	29.0	526	9.8	1,601	13.5	591	22.7
1141-1600	3,110	11.6	1,494	22.5	252	4.7	826	6.9	499	19.2
Median Score	870		1,000		810		840		950	
$30,000 to $49,999										
Total	17,448		9,088		2,263		4,316		1,643	
0-400	3	0.0	2	0.0	1	0.0	0	0.0	0	0.0
401-820	3,847	22.1	1,220	13.4	995	44.0	1,357	31.4	236	14.4
821-990	5,481	31.4	2,705	29.8	776	34.3	1,502	34.8	465	28.3
991-1140	4,584	26.3	2,853	31.4	331	14.6	916	21.2	446	27.1
1141-1600	3,533	20.2	2,308	25.4	160	7.1	541	12.6	496	30.2
Median Score	980		1,030		860		910		1,030	
$50,000 to $59,999										
Total	7,608		4,875		710		1,343		599	
0-400	2	0.0	0	0.0	1	0.1	0	0.0	1	0.2
401-820	1,300	17.1	613	12.6	269	37.9	335	24.9	73	12.2
821-990	2,324	30.5	1,436	29.4	248	34.9	481	35.8	138	23.0
991-1140	2,059	27.1	1,432	29.4	122	17.2	323	24.1	157	26.2
1141-1600	1,923	25.3	1,394	28.6	70	9.9	204	15.2	230	38.4
Median Score	1,010		1,040		880		950		1,060	
$60,000 to $79,999										
Total	15,082		10,698		1,028		2,111		1,008	
0-400	6	0.0	0	0.0	2	0.2	4	0.2	0	0.0
401-820	2,204	14.6	1,199	11.2	372	36.2	492	23.3	97	9.6
821-990	3,903	25.9	2,665	24.9	331	32.2	662	31.4	211	20.9
991-1140	4,413	29.3	3,307	30.9	216	21.0	545	25.8	285	28.3
1141-1600	4,551	30.2	3,527	33.0	107	10.4	408	19.3	415	41.2
Median Score	1,050		1,060		890		980		1,100	
$80,000 to $99,999										
Total	4,981		3,839		232		558		327	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	563	11.3	355	9.3	81	34.9	90	16.1	34	10.4
821-990	1,321	26.5	1,003	26.1	71	30.6	182	32.6	60	18.4
991-1140	1,472	29.6	1,169	30.4	54	23.3	148	26.5	90	27.5
1141-1600	1,625	32.6	1,312	34.2	26	11.2	138	24.8	143	43.7
Median Score	1,060		1,070		910		1,010		1,120	

Table B-10, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000+										
Total	6,936		5,640		154		577		529	
0-400	1	0.0	0	0.0	0	0.0	0	0.0	1	0.2
401-820	568	8.2	404	7.2	40	26.0	78	13.5	37	7.0
821-990	1,577	22.7	1,253	22.2	51	33.1	173	30.0	92	17.4
991-1140	1,989	28.7	1,691	30.0	26	16.9	156	27.0	110	20.8
1141-1600	2,801	40.4	2,292	40.6	37	24.0	170	29.5	289	54.6
Median Score	1,100		1,100		950		1,030		1,170	
Income Not Reported										
Total	10,268		3,694		835		1,301		2,720	
0-400	6	0.1	0	0.0	1	0.1	0	0.0	0	0.0
401-820	2,940	28.6	469	12.7	450	53.9	571	43.9	726	26.7
821-990	2,714	26.4	928	25.1	252	30.2	389	29.9	768	28.2
991-1140	2,259	22.0	1,107	30.0	87	10.4	208	16.0	566	20.8
1141-1600	2,349	22.9	1,190	32.2	45	5.4	133	10.2	660	24.3
Median Score	970		1,060		820		860		960	
South Texas Economic Region										
<$30,000										
Total	11,925		1,969		655		8,616		491	
0-400	15	0.1	0	0.0	0	0.0	15	0.1	0	0.0
401-820	5,546	46.5	410	20.8	354	54.0	4,495	52.2	160	32.6
821-990	3,575	30.0	638	32.4	207	31.6	2,532	29.4	159	32.4
991-1140	1,735	14.6	540	27.4	70	10.7	1,007	11.7	104	21.1
1141-1600	1,054	8.8	381	19.4	24	3.7	567	6.6	68	13.9
Median Score	850		990		810		820		910	
$30,000 to $49,999										
Total	5,602		2,345		281		2,595		327	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	1,474	26.3	366	15.6	108	38.4	930	35.8	54	16.5
821-990	1,805	32.2	712	30.4	109	39.8	862	33.2	110	33.6
991-1140	1,349	24.1	717	30.6	44	15.7	493	19.0	81	24.8
1141-1600	974	17.4	550	23.4	20	7.1	310	12.0	82	25.1
Median Score	950		1,020		870		900		990	
$50,000 to $59,999										
Total	2,219		1,131		104		843		107	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	477	21.5	155	13.7	40	38.5	256	30.4	21	19.6
821-990	716	32.3	355	31.4	35	33.6	291	34.5	28	26.2
991-1140	582	26.2	340	30.0	20	19.2	179	21.2	29	27.1
1141-1600	444	20.0	281	24.9	9	8.7	117	13.9	29	27.1
Median Score	990		1,030		860		920		1,030	

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Table B-10, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$60,000 to $79,999										
Total	3,696		2,122		124		1,232		154	
0-400	2	0.1	0	0.0	0	0.0	2	0.2	0	0.0
401-820	699	18.9	288	13.6	40	32.3	338	27.4	21	13.6
821-990	1,047	28.3	579	27.3	32	25.8	387	31.4	39	25.3
991-1140	1,029	27.8	645	30.4	40	32.3	284	23.1	43	28.0
1141-1600	919	24.9	610	28.7	12	9.6	221	17.9	51	33.1
Median Score	1,020		1,040		925		950		1,060	
$80,000 to $99,999										
Total	1,072		681		32		299		52	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	146	13.6	75	11.1	6	18.8	56	18.7	7	13.5
821-990	331	30.9	199	29.2	10	31.2	106	35.5	13	25.0
991-1140	322	30.0	214	31.4	9	28.1	78	26.1	19	36.5
1141-1600	273	25.5	193	28.4	7	21.9	59	19.7	13	25.0
Median Score	1,030		1,050		1,005		990		1,060	
$100,000+										
Total	1,235		807		22		307		92	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	155	12.6	82	10.1	6	27.3	51	16.6	13	14.1
821-990	339	27.5	216	26.8	6	27.3	101	32.9	15	16.3
991-1140	355	28.7	253	31.4	3	13.6	75	24.4	22	23.9
1141-1600	386	31.2	256	31.7	7	31.8	80	26.1	42	45.7
Median Score	1,060		1,060		945		1,000		1,105	
Income Not Reported										
Total	3,163		745		103		848		635	
0-400	6	0.2	0	0.0	1	1.0	0	0.0	1	0.2
401-820	1,362	43.1	122	16.4	61	59.2	433	51.0	257	40.5
821-990	838	26.5	215	28.9	28	27.2	235	27.7	190	29.9
991-1140	485	15.3	190	25.5	7	6.8	104	12.3	105	16.5
1141-1600	472	14.9	218	29.2	6	5.8	76	8.9	82	12.9
Median Score	860		1,030		800		820		880	
Upper Rio Grande Economic Region										
<$30,000										
Total	2,693		204		140		2,204		122	
0-400	3	0.1	1	0.5	0	0.0	2	0.0	0	0.0
401-820	1,171	43.5	40	19.6	65	46.4	1,022	46.4	32	26.2
821-990	887	32.9	57	27.9	47	33.6	740	33.6	40	32.8
991-1140	431	16.0	61	29.9	23	16.4	317	14.4	25	20.5
1141-1600	201	7.0	45	22.1	5	3.6	123	5.6	25	20.5
Median Score	860		1,010		840		840		970	

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Table B-10, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$30,000 to $49,999										
Total	1,069		236		47		713		67	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	303	28.3	40	17.0	14	29.8	241	33.8	6	9.0
821-990	381	35.6	81	34.3	22	46.8	248	34.8	29	43.2
991-1140	244	22.9	71	30.1	6	12.8	145	20.3	20	29.9
1141-1600	141	13.2	44	18.6	5	10.6	79	11.1	12	17.9
Median Score	920		990		890		900		990	
$50,000 to $59,999										
Total	348		118		15		186		26	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	70	20.1	8	6.8	5	33.3	55	29.6	2	7.7
821-990	114	32.8	36	30.5	0	0.0	69	37.1	8	30.8
991-1140	90	26.0	38	32.2	6	40.0	37	19.9	9	34.6
1141-1600	74	21.1	36	30.5	4	26.7	25	13.4	7	26.9
Median Score	985		1,060		1,040		915		1,025	
$60,000 to $79,999										
Total	599		238		14		295		42	
0-400	2	0.3	0	0.0	0	0.0	2	0.7	0	0.0
401-820	113	18.9	22	9.2	4	28.6	79	26.8	4	9.5
821-990	182	30.4	81	34.0	2	14.3	87	29.5	11	26.2
991-1140	165	27.6	72	30.3	5	35.7	75	25.4	12	28.6
1141-1600	137	22.9	63	26.5	3	21.4	52	17.6	15	35.7
Median Score	1,000		1,030		1,015		970		1,060	
$80,000 to $99,999										
Total	183		93		6		73		11	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	25	13.7	5	5.4	5	83.3	14	19.2	1	9.1
821-990	52	28.4	23	24.7	1	16.7	21	28.8	7	63.6
991-1140	61	33.3	35	37.6	0	0.0	26	35.6	0	0.0
1141-1600	45	24.6	30	32.3	0	0.0	12	16.4	3	27.3
Median Score	1,030		1,080		795		1,020		970	
\$100,000^{+}										
Total	214		109		2		77		25	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	27	12.6	10	9.1	0	0.0	13	16.9	4	16.0
821-990	65	30.4	33	30.3	1	50.0	26	33.8	4	16.0
991-1140	67	31.3	34	31.2	0	0.0	25	32.4	8	32.0
1141-1600	55	25.7	32	29.4	1	50.0	13	16.9	9	36.0
Median Score	1,025		1,050		1,050		990		1,030	

Table B-10, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Income Not Reported										
Total	425		69		12		190		113	
0-400	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
401-820	178	41.9	12	17.4	4	33.3	90	47.4	55	48.7
821-990	127	29.9	19	27.5	5	41.7	59	31.0	35	31.0
991-1140	81	19.0	20	29.0	3	25.0	31	16.3	19	16.8
1141-1600	39	9.2	18	26.1	0	0.0	10	5.3	4	3.5
Median Score	860		1,030		890		840		840	

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*ACT Scores are adjusted to SAT Standard

Table B-11: Number and Percent of Persons Under Age 25 in Selected Areas in Texas Living in Households at or Below the Poverty Level with Both Parents without a College Degree by Race/Ethnicity, 1990

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	849,365	31.3	129,715	13.4	181,629	41.7	525,253	41.9	12,768	23.4
South Texas Economic Region										
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	384,361	43.1	29,951	17.3	12,831	41.5	339,957	49.8	1,622	26.3
Upper Rio Grande Economic Region										
Persons Under Age 25 Living in Households at or Below the Poverty Level with Both Parents without a College Degree	76,789	41.3	5,367	21.2	1,217	21.6	70,064	46.0	141	9.9

Table B-12: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level by Race/Ethnicity, 1990

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	407,577	49.8	64,244	26.3	148,226	57.7	189,605	62.4	5,502	41.0
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	147,001	62.9	13,815	33.6	10,428	61.0	12,139	70.2	819	51.6
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level	30,002	59.9	2,441	38.6	675	36.0	26,856	64.7	30	9.0

Table B-13: Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City					
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home	437,319	38.9	12,352	5.1	6,595	2.8	403,508	65.5	14,864	61.3
					South Texas Economic Region					
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home	271,436	59.4	4,285	9.9	1,035	6.2	264,450	67.1	1,666	58.3
					Upper Rio Grande Economic Region					
Persons Under Age 25 at or Below Poverty Level Speaking a Language Other than English at Home	60,548	67.4	1,286	18.2	156	9.8	58,923	72.9	183	48.5

Table B-14: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree by Race/Ethnicity, 1990

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	753,907	91.3	204,569	82.8	241,866	93.6	296,580	96.5	10,892	80.8
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	221,131	93.9	33,911	82.1	16,023	93.4	170,054	97.0	1,143	72.1
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree	47,195	93.7	4,828	75.7	1,698	88.5	40,376	96.7	293	83.7

Table B-15: Number and Percent of Persons Under Age 25 in Selected Areas in Texas with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	830,932	30.5	31,986	3.3	10,505	2.4	759,857	60.4	28,584	52.2
South Texas Economic Region										
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	438,012	48.9	8,849	5.1	1,358	4.4	425,177	62.0	2,628	42.0
Upper Rio Grande Economic Region										
Persons Under Age 25 with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	112,410	60.2	3,114	12.2	442	7.8	108,238	70.3	616	42.5

Table B-16: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City					
Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home	201,122	24.4	8,810	3.6	6,222	2.4	180,644	58.8	5,446	40.4
					South Texas Economic Region					
Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home	109,823	46.7	2,040	4.9	735	4.3	106,626	60.8	422	26.6
					Upper Rio Grande Economic Region					
Persons Under Age 25 in Single Parent Households and Speaking a Language Other than English at Home	30,582	60.7	769	12.1	263	13.7	29,392	70.4	158	45.1

Table B-17: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree	398,380	97.7	60,158	93.6	145,921	98.4	187,393	98.8	4,908	89.2
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree	144,492	98.3	12,838	92.9	10,148	97.3	120,782	99.1	724	88.4
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree	29,647	98.8	2,248	92.1	675	100.0	26,694	99.4	30	100.0

Table B-18: Number and Percent of Persons Under Age 25 in Selected Areas in Texas at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	355,546	41.9	5,550	4.3	4,234	2.3	338,484	64.4	7,278	57.0
South Texas Economic Region										
Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	230,374	59.9	2,745	9.2	729	5.7	226,018	66.5	882	54.4
Upper Rio Grande Economic Region										
Persons Under Age 25 at or Below the Poverty Level with Both Parents without a Bachelor's Degree and Speaking a Language Other than English at Home	51,872	67.6	1,015	18.9	134	11.0	50,673	72.3	49	34.7

Table B-19: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home	124,406	30.5	2,326	3.6	3,190	2.2	116,570	61.5	2,320	42.2
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home	78,415	53.3	900	6.5	584	5.6	76,682	62.9	249	30.4
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level Speaking a Language Other than English at Home	20,114	67.0	426	17.5	114	16.9	19,574	72.9	0	0.0

Table B-20: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	193,135	25.6	7,169	3.5	5,523	2.3	176,103	59.4	4,340	39.9
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	106,848	48.3	1,755	5.2	713	4.5	104,092	61.2	288	25.2
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	29,913	63.4	688	14.2	235	13.8	28,855	71.5	135	46.0

Table B-21: Number and Percent of Persons Under Age 25 in Selected Areas in Texas in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home by Race/Ethnicity, 1990

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	122,487	98.5	2,124	91.3	3,071	96.3	115,277	98.9	2,015	86.9
South Texas Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	77,499	98.8	872	96.9	562	96.2	75,838	98.9	227	91.2
Upper Rio Grande Economic Region										
Persons Under Age 25 in Single Parent Households at or Below the Poverty Level with Parent without a Bachelor's Degree and Speaking a Language Other than English at Home	19,957	99.2	409	96.0	114	100.0	19,434	99.3	0	0.0

Table B-22: Number and Percent of Economically Disadvantaged Students in Selected Areas in Texas by Race/Ethnicity, 1995-96

Economic Disadvantaged Status	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Total	2,490,765		946,040		412,421		1,056,578		75,726	
Students who are Economically Disadvantaged	1,252,124	50.3	179,085	18.9	258,709	62.7	786,564	74.4	27,766	36.7
Students who are Not Economically Disadvantaged	1,238,641	49.7	766,955	81.1	153,712	37.3	270,014	25.6	47,960	63.3
South Texas Economic Region										
Total	773,723		184,877		29,684		552,617		6,545	
Students who are Economically Disadvantaged	499,866	64.6	47,446	25.7	19,499	65.7	430,496	77.9	2,425	37.1
Students who are Not Economically Disadvantaged	273,857	35.4	137,431	74.3	10,185	34.3	122,121	22.1	4,120	62.9
Upper Rio Grande Economic Region										
Total	154,875		21,784		4,587		127,145		1,359	
Students who are Economically Disadvantaged	107,651	69.5	6,900	31.7	2,693	58.7	97,516	76.7	542	39.9
Students who are Not Economically Disadvantaged	47,224	30.5	14,884	68.3	1,894	41.3	29,629	23.3	817	60.1

Table B-23: Number and Percent of Students in Selected Areas in Texas in Limited English Proficiency Programs by Race/Ethnicity, 1995-96

Limited English Proficiency Program Status	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Total	2,490,765		946,040		412,421		1,056,578		75,726	
Students Participating in Limited English Proficiency Programs	400,127	16.1	4,818	0.5	1,959	0.5	372,495	35.3	20,855	27.5
Students Not Participating in Limited English Proficiency Programs	2,090,638	83.9	941,222	99.5	410,462	99.5	684,083	64.7	54,871	72.5
South Texas Economic Region										
Total	773,723		184,877		29,684		552,617		6,545	
Students Participating in Limited English Proficiency Programs	158,306	20.5	893	0.5	109	0.4	156,146	28.3	1,158	17.7
Students Not Participating in Limited English Proficiency Programs	615,417	79.5	183,984	99.5	29,575	99.6	396,471	71.7	5,387	82.3
Upper Rio Grande Economic Region										
Total	154,875		21,784		4,587		127,145		1,359	
Students Participating in Limited English Proficiency Programs	48,969	31.6	397	1.8	74	1.6	48,318	38.0	180	13.2
Students Not Participating in Limited English Proficiency Programs	105,906	68.4	21,387	98.2	4,513	98.4	78,827	62.0	1,179	86.8

Table B-24: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student and Race/Ethnicity, 1995-96

School District Total Assessed Property Value per Student	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City					
Total	2,485,592		943,790		411,636		1,054,624		75,542	
<$72,126	293,352	11.8	27,444	3.0	23,694	5.8	240,264	22.8	1,950	2.6
$72,126-$102,077	216,533	8.7	48,383	5.1	15,178	3.7	151,677	14.4	1,295	1.8
$102,078-$134,664	412,505	16.6	173,900	18.4	40,476	9.8	188,505	17.9	9,624	12.7
$134,665 or more	1,563,202	62.9	694,063	73.5	332,288	80.7	474,178	44.9	62,673	82.9
					South Texas Economic Region					
Total	768,659		182,712		28,899		550,681		6,367	
<$72,126	273,627	35.6	14,826	8.1	1,612	5.6	256,622	46.6	567	8.9
$72,126-$102,077	159,871	20.8	27,188	14.9	9,057	31.3	122,986	22.3	640	10.1
$102,078-$134,664	100,839	13.1	32,243	17.7	4,526	15.7	62,802	11.4	1,268	19.9
$134,665 or more	234,322	30.5	108,455	59.3	13,704	47.4	108,271	19.7	3,892	61.1
					Upper Rio Grande Economic Region					
Total	154,875		21,784		4,587		127,145		1,359	
<$72,126	18,132	11.7	946	4.3	66	1.4	17,071	13.4	49	3.6
$72,126-$102,077	67,420	43.5	7,509	34.5	1,580	34.5	57,787	45.4	544	40.0
$102,078-$134,664	66,598	43.0	12,639	58.0	2,924	63.7	50,290	39.6	745	54.8
$134,665 or more	2,725	1.8	690	3.2	17	0.4	1,997	1.6	21	1.6

Table B-25: Number and Percent of Students in Selected Areas in Texas by Participation in Limited English Proficiency Programs, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
Students Participating in Limited English Proficiency Programs										
Total	400,127		4,818		1,959		372,495		20,855	
Students who are Economically Disadvantaged	349,203	87.3	2,622	54.4	1,446	73.8	333,464	89.5	11,671	56.0
Students who are Not Economically Disadvantaged	50,924	12.7	2,196	45.6	513	26.2	39,031	10.5	9,184	44.0
Students Not Participating in Limited English Proficiency Programs										
Total	2,090,638		941,222		410,462		681,083		54,871	
Students who are Economically Disadvantaged	902,921	43.2	176,463	18.8	257,263	62.7	453,100	66.2	16,095	29.3
Students who are Not Economically Disadvantaged	1,187,717	56.8	764,759	81.2	153,199	37.3	230,983	33.8	38,776	70.7
South Texas Economic Region										
Students Participating in Limited English Proficiency Programs										
Total	158,306		893		109		156,146		1,158	
Students who are Economically Disadvantaged	144,924	91.6	616	69.0	86	78.9	143,578	91.9	648	56.0

Table B-25, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Students who are Not Economically Disadvantaged	13,378	8.4	277	31.0	23	21.1	12,568	8.1	510	44.0
Students Not Participating in Limited English Proficiency Programs										
Total	615,417		183,984		29,575		396,471		5,387	
Students who are Economically Disadvantaged	354,938	57.7	46,830	25.5	19,413	65.6	286,918	72.4	1,777	33.0
Students who are Not Economically Disadvantaged	260,479	42.3	137,154	74.5	10,162	34.4	109,553	27.6	3,610	67.0
Upper Rio Grande Economic Region										
Students Participating in Limited English Proficiency Programs										
Total	48,969		397		74		48,318		180	
Students who are Economically Disadvantaged	44,727	91.3	298	75.1	60	81.1	44,274	91.6	95	52.8
Students who are Not Economically Disadvantaged	4,242	8.7	99	24.9	14	18.9	4,044	8.4	85	47.2
Students Not Participating in Limited English Proficiency Programs										
Total	105,906		21,387		4,513		78,827		1,179	
Students who are Economically Disadvantaged	62,924	59.4	6,602	30.9	2,633	58.3	53,242	67.5	447	37.9
Students who are Not Economically Disadvantaged	42,982	40.6	14,785	69.1	1,880	41.7	25,585	32.5	732	62.1

Table B-26: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
School District Assessed Value = $<72,126										
Total	293,352		27,444		23,694		240,264		1,950	
Students who are Economically Disadvantaged	234,021	79.8	11,596	42.3	15,359	64.8	206,235	85.8	831	42.6
Students who are not Economically Disadvantaged	59,331	20.2	15,848	57.7	8,335	35.2	34,029	14.2	1,119	57.4
School District Assessed Value = $72,126-102,077										
Total	216,533		48,383		15,178		151,677		1,295	
Students who are Economically Disadvantaged	146,787	67.8	15,259	31.5	11,365	74.9	119,492	78.8	671	51.8
Students who are not Economically Disadvantaged	69,746	32.2	33,124	68.5	3,813	25.1	32,185	21.2	624	48.2
School District Assessed Value = $102,078-134,664										
Total	412,505		173,900		40,476		188,505		9,624	
Students who are Economically Disadvantaged	201,786	48.9	44,023	25.3	24,591	60.7	129,720	68.8	3,452	35.9
Students who are not Economically Disadvantaged	210,719	51.1	129,877	74.7	15,885	39.3	58,785	31.2	6,172	64.1
School District Assessed Value = $134,665 and up										
Total	1,563,202		694,063		332,288		474,178		62,673	
Students who are Economically Disadvantaged	667,461	42.7	107,573	15.5	207,106	62.3	330,023	69.6	22,759	36.3
Students who are not Economically Disadvantaged	895,741	57.3	586,490	84.5	125,182	37.7	144,155	30.4	39,914	63.7

Table B-26, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
					South Texas Economic Region					
School District Assessed Value = $<72,126										
Total	273,627		14,826		1,612		256,622		567	
Students who are Economically Disadvantaged	227,047	83.0	6,690	45.1	1,180	73.2	218,905	85.3	272	48.0
Students who are not Economically Disadvantaged	46,580	17.0	8,136	54.9	432	26.8	37,717	14.7	295	52.0
School District Assessed Value = $72,126-102,077										
Total	159,871		27,188		9,057		122,986		640	
Students who are Economically Disadvantaged	117,881	73.7	8,987	33.1	7,611	84.0	100,923	82.1	360	56.2
Students who are not Economically Disadvantaged	41,990	26.3	18,201	66.9	1,446	16.0	22,063	17.9	280	43.8
School District Assessed Value = $102,078-134,664										
Total	100,839		32,243		4,526		62,802		1,268	
Students who are Economically Disadvantaged	52,600	52.2	8,086	25.1	2,982	65.9	41,198	65.6	334	26.3
Students who are not Economically Disadvantaged	48,239	47.8	24,157	74.9	1,544	34.1	21,604	34.4	934	73.7
School District Assessed Value = $134,665 and up										
Total	234,322		108,455		13,704		108,271		3,892	
Students who are Economically Disadvantaged	100,269	42.8	23,049	21.3	7,438	54.3	68,376	63.1	1,406	36.1
Students who are not Economically Disadvantaged	134,053	57.2	85,406	78.7	6,266	45.7	39,895	36.9	2,486	63.9

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Table B-26, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Upper Rio Grande Economic Region										
School District Assessed Value = $<72,126										
Total	18,132		946		66		17,071		49	
Students who are Economically Disadvantaged	16,217	89.4	583	61.6	56	84.8	15,543	91.0	35	71.4
Students who are not Economically Disadvantaged	1,915	10.6	363	38.4	10	15.2	1,528	9.0	14	28.6
School District Assessed Value = $72,126-102,077										
Total	67,420		7,509		1,580		57,787		544	
Students who are Economically Disadvantaged	45,433	67.4	2,662	35.5	885	56.0	41,604	72.0	282	51.8
Students who are not Economically Disadvantaged	21,987	32.6	4,847	64.5	695	44.0	16,183	28.0	262	48.2
School District Assessed Value = $102,078-134,664										
Total	66,598		12,639		2,924		50,290		745	
Students who are Economically Disadvantaged	44,166	66.3	3,407	27.0	1,749	59.8	38,790	77.1	220	29.5
Students who are not Economically Disadvantaged	22,432	33.7	9,232	73.0	1,175	40.2	11,500	22.9	525	70.5
School District Assessed Value = $134,665 and up										
Total	2,725		690		17		1,997		21	
Students who are Economically Disadvantaged	1,835	67.3	248	35.9	3	17.7	1,579	79.1	5	23.8
Students who are not Economically Disadvantaged	890	32.7	442	64.1	14	82.3	418	20.9	16	76.2

Table B-27: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Metropolitan Central City										
Assessed Value <$72,126										
Total	293,352		27,444		23,694		240,264		1,950	
Students in the Limited English Proficiency Programs	95,741	32.6	412	1.5	107	0.5	94,986	39.5	236	12.1
Students Not in the Limited English Proficiency Programs	197,611	67.4	27,032	98.5	23,587	99.5	145,278	60.5	1,714	87.9
Assessed Value $72,126 to $102,077										
Total	216,533		48,383		15,178		151,677		1,295	
Students in the Limited English Proficiency Programs	42,482	19.6	321	0.7	40	0.3	41,965	27.7	156	12.1
Students Not in the Limited English Proficiency Programs	174,051	80.4	48,062	99.3	15,138	99.7	109,712	72.3	1,139	87.9
Assessed Value $102,078 to $134,664										
Total	412,505		173,900		40,476		188,505		9,624	
Students in the Limited English Proficiency Programs	56,553	13.7	534	0.3	143	0.4	53,715	28.5	2,161	22.5
Students Not in the Limited English Proficiency Programs	355,952	86.3	173,366	99.7	40,333	99.6	134,790	71.5	7,463	77.5

Table B-27,continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Assessed Value $134,665 and up										
Total	1,563,202		694,063		332,288		474,178		62,673	
Students in the Limited English Proficiency Programs	205,171	13.2	3,547	0.5	1,666	0.5	181,661	38.3	18,297	29.2
Students Not in the Limited English Proficiency Programs	1,358,031	86.8	690,516	99.5	330,622	99.5	292,517	61.7	44,376	70.8
South Texas Economic Region										
Assessed Value <$72,126										
Total	273,627		14,826		1,612		256,622		567	
Students in the Limited English Proficiency Programs	99,267	36.3	297	2.0	26	1.6	98,851	38.5	93	16.4
Students Not in the Limited English Proficiency Programs	174,360	63.7	14,529	98.0	1,586	98.4	157,771	61.5	474	83.6
Assessed Value $72,126 to $102,077										
Total	159,871		27,188		9,057		122,986		640	
Students in the Limited English Proficiency Programs	26,936	16.9	132	0.5	24	0.3	26,686	21.7	94	14.7
Students Not in the Limited English Proficiency Programs	132,935	83.1	27,056	99.5	9,033	99.7	96,300	78.3	546	85.3

Table B-27,continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Assessed Value $102,078 to $134,664										
Total	100,839		32,243		4,526		62,802		1,268	
Students in the Limited English Proficiency Programs	11,976	11.9	107	0.3	6	0.1	11,661	18.6	202	15.9
Students Not in the Limited English Proficiency Programs	88,863	88.1	32,136	99.7	4,520	99.9	51,141	81.4	1,066	84.1
Assessed Value $134,665 and up										
Total	234,322		108,455		13,704		108,271		3,892	
Students in the Limited English Proficiency Programs	19,947	8.5	353	0.3	50	0.4	18,780	17.4	764	19.6
Students Not in the Limited English Proficiency Programs	214,375	91.5	108,102	99.7	13,654	99.6	89,491	82.6	3,128	80.4
Upper Rio Grande Economic Region										
Assessed Value <$72,126										
Total	18,132		946		66		17,071		49	
Students in the Limited English Proficiency Programs	8,033	44.3	56	5.9	4	6.1	7,963	46.7	10	20.4
Students Not in the Limited English Proficiency Programs	10,099	55.7	890	94.1	62	93.9	9,108	53.3	39	79.6

Table B-27,continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Assessed Value $72,126 to $102,077										
Total	67,420		7,509		1,580		57,787		544	
Students in the Limited English Proficiency Programs	205,464	30.5	196	2.6	20	1.3	20,277	35.1	71	13.1
Students Not in the Limited English Proficiency Programs	46,856	69.5	7,313	97.4	1,560	98.7	37,510	64.9	473	86.9
Assessed Value $102,078 to $134,664										
Total	66,598		12,639		2,924		50,290		745	
Students in the Limited English Proficiency Programs	19,835	29.8	145	1.2	50	1.7	19,541	38.9	99	13.3
Students Not in the Limited English Proficiency Programs	46,763	70.2	12,494	98.8	2,874	98.3	30,749	61.1	646	86.7
Assessed Value $134,665 and up										
Total	2,725		690		17		1,997		21	
Students in the Limited English Proficiency Programs	537	19.7	0	0.0	0	0.0	537	26.9	0	0.0
Students Not in the Limited English Proficiency Programs	2,188	80.3	690	100.0	17	100.0	1,460	73.1	21	100.0

Table B-28: Number and Percent of Students in Selected Areas in Texas by Total Assessed Property Value per Student, Economically Disadvantaged Status, Participation in Limited English Proficiency Programs and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
School District Assessed Value <$72,126 and Economically Disadvantaged										
Total	234,021		11,596		15,359		206,235		831	
Students in the Limited English Proficiency Programs	88,542	37.8	324	2.8	81	0.5	88,028	42.7	109	13.1
Students not in the Limited English Proficiency Programs	145,479	62.2	11,272	97.2	15,278	99.5	118,207	57.3	722	86.9
School District Assessed Value <$72,126 and Not Economically Disadvantaged										
Total	59,331		15,848		8,335		34,029		1,119	
Students in the Limited English Proficiency Programs	7,199	12.1	88	0.6	26	0.3	6,958	20.5	127	11.4
Students not in the Limited English Proficiency Programs	52,132	87.9	15,760	99.4	8,309	99.7	27,071	79.5	992	88.6
School District Assessed Value = $72,126-102,077 and Economically Disadvantaged										
Total	146,787		15,259		11,365		119,492		671	
Students in the Limited English Proficiency Programs	39,257	26.7	233	1.5	34	0.3	38,874	32.5	116	17.3
Students not in the Limited English Proficiency Programs	107,530	73.3	15,026	98.5	11,331	99.7	80,618	67.5	555	82.7
School District Assessed Value = $72,126-102,077 and Not Economically Disadvantaged										
Total	69,746		33,124		3,813		32,185		624	
Students in the Limited English Proficiency Programs	3,225	4.6	88	0.3	6	0.2	3,091	9.6	40	6.4
Students not in the Limited English Proficiency Programs	66,521	95.4	33,036	99.7	3,807	99.8	29,094	90.4	584	93.6

Table B-28, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
School District Assessed Value = $102,078-134,664 and Economically Disadvantaged										
Total	201,786		44,023		24,591		129,720		3,452	
Students in the Limited English Proficiency Programs	48,200	23.9	343	0.8	109	0.4	46,711	36.0	1,037	30.0
Students not in the Limited English Proficiency Programs	153,586	76.1	43,680	99.2	24,482	99.6	83,009	64.0	2,415	70.0
School District Assessed Value = $102,078-134,664 and Not Economically Disadvantaged										
Total	210,719		129,877		15,885		58,785		6,172	
Students in the Limited English Proficiency Programs	8,353	4.0	191	0.2	34	0.2	7,004	11.9	1,124	18.2
Students not in the Limited English Proficiency Programs	202,366	96.0	129,686	99.8	15,851	99.8	51,781	88.1	5,048	81.8
School District Assessed Value = $134,665 and up and Economically Disadvantaged										
Total	667,461		107,573		207,106		33,023		22,759	
Students in the Limited English Proficiency Programs	173,046	25.9	1,719	1.6	1,222	0.6	159,700	48.4	10,405	45.7
Students not in the Limited English Proficiency Programs	494,415	74.1	108,854	98.4	205,884	99.4	170,323	51.6	12,354	54.3
School District Assessed Value = $134,665 and up and Not Economically Disadvantaged										
Total	895,741		586,490		125,182		144,155		39,914	
Students in the Limited English Proficiency Programs	32,125	3.6	1,828	0.3	444	0.4	21,961	15.3	7,892	19.8
Students not in the Limited English Proficiency Programs	863,616	96.4	584,662	99.7	124,738	99.6	122,194	84.7	32,022	80.2

Table B-28, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
South Texas Economic Region										
School District Assessed Value <$72,126 and Economically Disadvantaged										
Total	227,047		6,690		1,180		218,905		272	
Students in the Limited English Proficiency Programs	92,165	40.6	261	3.9	26	2.2	91,828	42.0	50	18.4
Students not in the Limited English Proficiency Programs	134,882	59.4	6,429	96.1	1,154	97.8	127,077	58.0	222	81.6
School District Assessed Value <$72,126 and Not Economically Disadvantaged										
Total	46,580		8,136		432		37,717		295	
Students in the Limited English Proficiency Programs	7,102	15.3	36	0.4	0	0.0	7,023	18.6	43	14.6
Students not in the Limited English Proficiency Programs	39,478	84.7	8,100	99.6	432	100.0	30,694	84.4	252	85.4
School District Assessed Value = $72,126-102,077 and Economically Disadvantaged										
Total	117,881		8,987		7,611		100,923		360	
Students in the Limited English Proficiency Programs	25,578	21.7	101	1.1	24	0.3	25,384	25.2	69	19.2
Students not in the Limited English Proficiency Programs	92,303	78.3	8,886	98.9	7,587	99.7	75,539	74.8	291	80.8
School District Assessed Value = $72,126-102,077 and Not Economically Disadvantaged										
Total	41,990		1,820		1,446		22,063		280	
Students in the Limited English Proficiency Programs	1,358	3.2	31	0.2	0	0.0	1,302	5.9	25	8.9
Students not in the Limited English Proficiency Programs	40,632	96.8	18,170	99.8	1,446	100.0	20,761	94.1	255	91.1

Table B-28, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
School District Assessed Value = $102,078-134,664 and Economically Disadvantaged										
Total	52,600		8,086		2,982		41,198		334	
Students in the Limited English Proficiency Programs	10,101	19.2	55	0.7	4	0.1	9,981	24.2	61	18.3
Students not in the Limited English Proficiency Programs	42,499	80.8	8,031	99.3	2,978	99.9	31,217	75.8	273	81.7
School District Assessed Value = $102,078-134,664 and Not Economically Disadvantaged										
Total	48,239		24,157		1,544		21,604		934	
Students in the Limited English Proficiency Programs	1,875	3.9	52	0.2	2	0.1	1,680	7.8	141	15.1
Students not in the Limited English Proficiency Programs	46,364	96.1	24,105	99.8	1,542	99.9	19,924	92.2	793	84.9
School District Assessed Value = $134,665 and up and Economically Disadvantaged										
Total	100,269		23,049		7,438		68,376		1,406	
Students in the Limited English Proficiency Programs	16,926	16.9	196	0.9	32	0.4	16,234	23.7	464	33.0
Students not in the Limited English Proficiency Programs	83,343	83.1	22,853	99.1	7,406	99.6	52,142	76.3	942	67.0
School District Assessed Value = $134,665 and up and Not Economically Disadvantaged										
Total	134,053		85,406		6,266		39,895		2,486	
Students in the Limited English Proficiency Programs	3,021	2.3	157	0.2	18	0.3	2,546	6.4	300	12.1
Students not in the Limited English Proficiency Programs	131,032	97.7	85,249	99.8	6,248	99.7	37,349	93.6	2,186	87.9

Table B-28, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Upper Rio Grande Economic Region										
School District Assessed Value <$72,126 and Economically Disadvantaged										
Total	16,217		583		56		15,543		35	
Students in the Limited English Proficiency Programs	7,548	46.5	54	9.3	4	7.1	7,481	48.1	9	25.7
Students not in the Limited English Proficiency Programs	8,669	53.5	529	90.7	52	92.9	8,062	51.9	26	74.3
School District Assessed Value <$72,126 and Not Economically Disadvantaged										
Total	1,915		363		10		1,528		14	
Students in the Limited English Proficiency Programs	485	25.3	2	0.6	0	0.0	482	31.5	1	7.1
Students not in the Limited English Proficiency Programs	1,430	74.7	361	99.4	10	100.0	1,046	68.5	13	92.9
School District Assessed Value = $72,126-102,077 and Economically Disadvantaged										
Total	45,433		2,662		885		41,604		282	
Students in the Limited English Proficiency Programs	18,329	40.3	146	5.5	15	1.7	18,118	43.6	50	17.7
Students not in the Limited English Proficiency Programs	27,104	59.7	2,516	94.5	870	98.3	23,486	56.4	232	82.3
School District Assessed Value = $72,126-102,077 and Not Economically Disadvantaged										
Total	21,987		4,847		695		16,183		262	
Students in the Limited English Proficiency Programs	2,235	10.2	50	1.0	5	0.7	2,159	13.3	21	8.0
Students not in the Limited English Proficiency Programs	19,752	89.8	4,797	99.0	690	99.3	14,024	86.7	241	92.0

Table B-28, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
School District Assessed Value = $102,078-134,664 and Economically Disadvantaged										
Total	44,166		3,407		1,749		38,790		220	
Students in the Limited English Proficiency Programs	18,328	41.5	98	2.9	41	2.3	18,153	46.8	36	16.4
Students not in the Limited English Proficiency Programs	25,838	58.5	3,309	97.1	1,708	97.7	20,637	53.2	184	83.6
School District Assessed Value = $102,078-134,664 and Not Economically Disadvantaged										
Total	22,432		9,232		1,175		11,500		525	
Students in the Limited English Proficiency Programs	1,507	6.7	47	0.5	9	0.8	1,388	12.1	63	12.0
Students not in the Limited English Proficiency Programs	20,925	93.3	9,185	99.5	1,166	99.2	10,112	87.9	462	88.0
School District Assessed Value = $134,665 and up and Economically Disadvantaged										
Total	1,835		248		3		1,579		5	
Students in the Limited English Proficiency Programs	522	28.5	0	0.0	0	0.0	522	33.1	0	0.0
Students not in the Limited English Proficiency Programs	1,313	71.5	248	100.0	3	100.0	1,057	66.9	5	100.0
School District Assessed Value = $134,665 and up and Not Economically Disadvantaged										
Total	890		442		14		418		16	
Students in the Limited English Proficiency Programs	15	1.7	0	0.0	0	0.0	15	3.6	0	0.0
Students not in the Limited English Proficiency Programs	875	98.3	442	100.0	14	100.0	403	96.4	16	100.0

Table B-29: Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Income and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
					Metropolitan Central City							
$1-$49,999												
Total	10,745		2,097		1,058		6,474		575		541	
<30,000	5,859	54.5	561	26.7	603	57.0	4,366	67.4	213	37.0	116	21.5
$30,000 to $49,999	1,782	16.6	578	27.6	183	17.3	911	14.1	90	15.7	20	3.7
$50,000 to $59,999	647	6.0	276	13.2	64	6.0	268	4.1	27	4.7	12	2.2
$60,000 to $79,999	938	8.7	375	17.9	96	9.1	415	6.4	35	6.1	17	3.1
$80,000 to $100,000	216	2.0	91	4.3	19	1.8	94	1.5	8	1.4	4	0.7
More than $100,000	156	1.5	67	3.2	10	1.0	65	1.0	11	1.9	3	0.6
No Response	1,147	10.7	149	7.1	83	7.8	355	5.5	191	33.2	369	68.2
$50,000 to $69,999												
Total	12,478		4,621		1,369		4,660		1,419		409	
<30,000	5,027	40.3	1,004	21.7	698	51.0	2,768	59.4	496	35.0	61	14.9
$30,000 to $49,999	2,804	22.5	1,240	26.8	319	23.3	951	20.4	271	19.1	23	5.6
$50,000 to $59,999	1,027	8.2	581	12.6	97	7.1	241	5.2	93	6.6	15	3.7
$60,000 to $79,999	1,657	13.3	1,057	22.9	122	8.9	326	7.0	129	9.1	23	5.6
$80,000 to $100,000	355	2.8	235	5.1	18	1.3	58	1.2	43	3.0	1	0.3
More than $100,000	297	2.4	215	4.6	7	0.5	43	0.9	29	2.0	3	0.7
No Response	1,311	10.5	289	6.3	108	7.9	273	5.9	358	25.2	283	69.2
$70,000 to $99,999												
Total	17,425		10,014		1,990		3,500		1,491		430	
<30,000	5,062	29.1	1,844	18.4	979	49.2	1,710	48.8	466	31.2	63	14.6
$30,000 to $49,999	3,944	22.6	2,408	24.0	441	22.1	765	21.9	297	19.9	33	7.7
$50,000 to $59,999	1,736	10.0	1,199	12.0	140	7.0	258	7.4	125	8.4	14	3.3
$60,000 to $79,999	3,156	18.1	2,321	23.2	219	11.0	401	11.5	167	11.2	48	11.1
$80,000 to $100,000	893	5.1	718	7.2	41	2.1	88	2.5	41	2.8	5	1.2
More than $100,000	980	5.6	809	8.1	23	1.2	74	2.1	68	4.6	6	1.4
No Response	1,654	9.5	715	7.1	147	7.4	204	5.8	327	21.9	261	60.7
$100,000 to $129,999												
Total	22,635		11,897		4,322		3,263		2,651		502	
<30,000	6,322	27.9	1,583	13.3	2,338	54.1	1,514	46.4	831	31.3	56	11.2
$30,000 to $49,999	4,607	20.4	2,350	19.8	885	20.5	795	24.4	542	20.5	35	7.0
$50,000 to $59,999	2,050	9.1	1,357	11.4	284	6.6	225	6.9	165	6.2	19	3.8
$60,000 to $79,999	4,193	18.5	3,100	26.1	373	8.6	372	11.4	284	10.7	64	12.7
$80,000 to $100,000	1,407	6.2	1,122	9.4	92	2.1	99	3.0	88	3.3	6	1.2
More than $100,000	1,672	7.4	1,418	11.9	43	1.0	71	2.2	132	5.0	8	1.6
No Response	2,384	10.5	967	8.1	307	7.1	187	5.7	609	23.0	314	62.5

Table B-29, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$130,000 and Over												
Total	15,484		10471		1104		1,630		1,912		367	
<30,000	2,572	16.6	1080	10.3	468	42.4	573	35.1	425	22.2	26	7.1
$30,000 to $49,999	2,548	16.5	1618	15.5	258	23.4	362	22.2	293	15.3	17	4.7
$50,000 to $59,999	1,345	8.7	983	9.4	71	6.4	145	8.9	132	6.9	14	3.8
$60,000 to $79,999	3,338	21.6	2642	25.2	131	11.9	242	14.9	276	14.4	47	12.8
$80,000 to $100,000	1,457	9.4	1233	11.8	37	3.3	92	5.6	89	4.7	6	1.6
More than $100,000	2,280	14.7	1983	18.9	41	3.7	112	6.9	137	7.2	7	1.9
No Response	1,944	12.5	932	8.9	98	8.9	104	6.4	560	29.3	250	68.1
Matched Appraisal and Parents' Income Value Not Available												
Total	10,384		5384		737		2,556		1,384		323	
<30,000	1,986	19.1	578	10.8	272	36.9	946	37.0	175	12.6	15	4.6
$30,000 to $49,999	1,763	17.0	894	16.6	177	24.0	532	20.8	150	10.8	10	3.1
$50,000 to $59,999	803	7.7	479	8.9	54	7.3	206	8.0	57	4.1	7	2.2
$60,000 to $79,999	1,800	17.3	1203	22.3	87	11.8	355	13.9	117	8.5	38	11.8
$80,000 to $100,000	653	6.3	440	8.2	25	3.4	127	5.0	58	4.2	3	0.9
More than $100,000	1,551	15.0	1148	21.3	30	4.1	212	8.3	152	11.0	9	2.8
No Response	1,828	17.6	642	11.9	92	12.5	178	7.0	675	48.8	241	74.6
South Texas Economic Region												
$1-$49,999												
Total	10,913		1,635		226		8,036		402		614	
<30,000	6171	56.5	444	27.1	151	66.8	5,345	66.5	111	27.6	120	19.5
$30,000 to $49,999	1,671	15.3	420	25.7	33	14.6	1,133	14.1	71	17.7	14	2.3
$50,000 to $59,999	575	5.3	186	11.4	13	5.8	337	4.2	24	6.0	15	2.4
$60,000 to $79,999	919	8.4	312	19.1	8	3.5	555	6.9	25	6.2	19	3.1
$80,000 to $100,000	203	1.9	75	4.6	2	0.9	116	1.4	6	1.5	4	0.7
More than $100,000	153	1.4	54	3.3	2	0.9	86	1.1	9	2.2	2	0.3
No Response	1,221	11.2	144	8.8	17	7.5	464	5.8	156	38.8	440	71.7
$50,000 to $69,999												
Total	4,380		1,217		313		2,308		292		250	
<30,000	2,129	48.6	305	25.1	199	63.6	1,506	65.3	80	27.4	39	15.6
$30,000 to $49,999	826	18.9	328	27.0	58	18.6	388	16.8	37	12.6	15	6.0
$50,000 to $59,999	288	6.6	149	12.2	15	4.8	110	4.8	11	3.8	3	1.2
$60,000 to $79,999	411	9.4	254	20.9	12	3.8	121	5.2	17	5.8	7	2.8
$80,000 to $100,000	94	2.1	60	4.9	2	0.6	27	1.2	4	1.4	1	0.4
More than $100,000	81	1.8	48	3.9	2	0.6	26	1.1	4	1.4	1	0.4
No Response	551	12.6	73	6.0	25	8.0	130	5.6	139	47.6	184	73.6

Table B-29, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
$70,000 to $99,999												
Total	3,806		1,966		253		1,211		251		125	
<30,000	1,109	29.2	389	19.8	104	41.1	535	44.2	66	26.3	15	12.0
$30,000 to $49,999	913	24.0	496	25.2	74	29.3	287	23.7	50	19.9	6	4.8
$50,000 to $59,999	400	10.5	236	12.0	20	7.9	116	9.6	22	8.8	6	4.8
$60,000 to $79,999	678	17.8	447	22.7	31	12.2	148	12.2	36	14.3	16	12.8
$80,000 to $100,000	180	4.7	136	6.9	6	2.4	31	2.6	7	2.8	0	0.0
More than $100,000	153	4.0	115	5.9	1	0.4	26	2.1	11	4.4	0	0.0
No Response	373	9.8	147	7.5	17	6.7	68	5.6	59	23.5	82	65.6
$100,000 to $129,999												
Total	3,031		1,513		218		959		278		63	
<30,000	731	24.1	228	15.1	96	44.0	325	33.9	79	28.4	3	4.8
$30,000 to $49,999	773	25.5	344	22.7	42	19.3	305	31.8	75	27.0	7	11.1
$50,000 to $59,999	335	11.0	196	13.0	25	11.5	89	9.3	21	7.6	4	6.3
$60,000 to $79,999	590	19.5	385	25.4	30	13.8	148	15.4	19	6.8	8	12.7
$80,000 to $100,000	157	5.2	115	7.6	8	3.7	26	2.7	7	2.5	1	1.6
More than $100,000	190	6.3	144	9.5	6	2.7	24	2.5	15	5.4	1	1.6
No Response	255	8.4	101	6.7	11	5.0	42	4.4	62	22.3	39	61.9
$130,000 and Over												
Total	3,721		2,379		165		739		349		89	
<30,000	921	24.8	443	18.6	60	36.4	305	41.3	102	29.2	11	12.4
$30,000 to $49,999	793	21.3	524	22.0	42	25.4	164	22.2	55	15.8	8	9.0
$50,000 to $59,999	340	9.1	248	10.4	13	7.9	64	8.7	12	3.5	3	3.4
$60,000 to $79,999	615	16.5	474	19.9	25	15.1	79	10.7	29	8.3	8	9.0
$80,000 to $100,000	274	7.4	212	8.9	8	4.9	33	4.5	20	5.7	1	1.1
More than $100,000	364	9.8	289	12.2	6	3.6	47	6.3	20	5.7	2	2.2
No Response	414	11.1	189	8.0	11	6.7	47	6.3	111	31.8	56	62.9
Matched Appraisal and Parents' Income Value Not Available												
Total	3,061		1,090		146		1,487		286		52	
<30,000	864	28.2	160	14.7	45	30.9	600	40.4	53	18.5	6	11.5
$30,000 to $49,999	626	20.4	233	21.4	32	21.9	318	21.4	39	13.7	4	7.7
$50,000 to $59,999	281	9.2	116	10.6	18	12.3	127	8.5	17	5.9	3	5.8
$60,000 to $79,999	483	15.8	250	22.9	18	12.3	181	12.2	28	9.8	6	11.5
$80,000 to $100,000	164	5.4	83	7.6	6	4.1	66	4.4	8	2.8	1	1.9
More than $100,000	294	9.6	157	14.4	5	3.4	98	6.6	33	11.5	1	1.9
No Response	349	11.4	91	8.4	22	15.1	97	6.5	108	37.8	31	59.7

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Table B-29, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %	Ethnicity Not Reported Number	Ethnicity Not Reported %
Upper Rio Grande Economic Region												
$1-$49,999												
Total	469		73		11		353		14		18	
<30,000	319	68.0	25	34.2	8	72.7	274	77.6	6	42.9	6	33.3
$30,000 to $49,999	59	12.6	14	19.2	2	18.2	40	11.3	3	21.4	0	0.0
$50,000 to $59,999	22	4.7	8	11.0	0	0.0	12	3.4	1	7.1	1	5.6
$60,000 to $79,999	31	6.6	17	23.3	0	0.0	12	3.4	2	14.3	0	0.0
$80,000 to $100,000	4	0.9	1	1.4	0	0.0	3	0.9	0	0.0	0	0.0
More than $100,000	4	0.8	3	4.1	0	0.0	1	0.3	0	0.0	0	0.0
No Response	30	6.4	5	6.8	1	9.1	11	3.1	2	14.3	11	61.1
$50,000 to $69,999												
Total	2,358		304		111		1741		167		35	
<30,000	1,203	51.0	58	19.1	68	61.3	1,018	58.5	51	30.5	8	22.9
$30,000 to $49,999	520	22.1	82	27.0	18	16.2	397	22.8	20	12.0	3	8.6
$50,000 to $59,999	142	6.0	37	12.2	8	7.2	83	4.8	12	7.2	2	5.7
$60,000 to $79,999	207	8.8	73	24.0	5	4.5	110	6.3	15	9.0	4	11.4
$80,000 to $100,000	53	2.3	20	6.6	4	3.6	25	1.4	4	2.4	0	0.0
More than $100,000	34	1.4	15	4.9	0	0.0	15	0.9	4	2.4	0	0.0
No Response	199	8.4	19	6.2	8	7.2	93	5.3	61	36.5	18	51.4
$70,000 to $99,999												
Total	2,061		559		100		1,189		186		27	
<30,000	949	46.1	95	17.0	55	55.0	728	61.2	62	33.3	9	33.3
$30,000 to $49,999	380	18.4	118	21.1	26	26.0	193	16.2	40	21.5	3	11.1
$50,000 to $59,999	138	6.7	59	10.6	7	7.0	61	5.1	11	5.9	0	0.0
$60,000 to $79,999	261	12.7	127	22.7	8	8.0	102	8.6	20	10.8	4	14.8
$80,000 to $100,000	84	4.1	58	10.4	1	1.0	22	1.9	3	1.6	0	0.0
More than $100,000	104	5.0	66	11.8	1	1.0	20	1.7	17	9.2	0	0.0
No Response	145	7.0	36	6.4	2	2.0	63	5.3	33	17.7	11	40.8
$100,000 to $129,999												
Total	24		14		2		5		3		0	
<30,000	6	25.0	3	21.4	2	100.0	0	0.0	1	33.4	0	0.0
$30,000 to $49,999	9	37.5	5	35.7	0	0.0	4	80.0	0	0.0	0	0.0
$50,000 to $59,999	2	8.3	1	7.1	0	0.0	1	20.0	0	0.0	0	0.0
$60,000 to $79,999	1	4.2	1	7.1	0	0.0	0	0.0	0	0.0	0	0.0
$80,000 to $100,000	2	8.3	2	14.4	0	0.0	0	0.0	0	0.0	0	0.0
More than $100,000	1	4.2	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0
No Response	3	12.5	2	14.3	0	0.0	0	0.0	1	33.3	0	0.0

Table B-29, continued

Characteristics	Total		Anglo		Black		Hispanic		Other		Ethnicity Not Reported	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
$130,000 and Over												
Total	0		0		0		0		0		0	
<30,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
$30,000 to $49,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
$50,000 to $59,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
$60,000 to $79,999	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
$80,000 to $100,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
More than $100,000	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No Response	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Matched Appraisal and Parents' Income Value Not Available												
Total	619		117		12		450		36		4	
<30,000	216	34.9	23	19.7	7	58.4	184	40.9	2	5.6	0	0.0
$30,000 to $49,999	101	16.3	17	14.5	1	8.3	79	17.6	4	11.1	0	0.0
$50,000 to $59,999	44	7.1	13	11.1	0	0.0	29	6.4	2	5.6	0	0.0
$60,000 to $79,999	99	16.0	20	17.1	1	8.3	71	15.8	5	13.9	2	50.0
$80,000 to $100,000	40	6.5	12	10.2	1	8.3	23	5.1	4	11.1	0	0.0
More than $100,000	71	11.5	25	21.4	1	8.3	41	9.1	3	8.3	1	25.0
No Response	48	7.7	7	6.0	1	8.4	23	5.1	16	44.4	1	25.0

Table B-30: Number and Percent of Students in Selected Areas in Texas Completing the ACT/SAT by Assessed Value of Residential Property per Student in School District of Residence, Parents' Education and Race/Ethnicity, 1995-96

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
Metropolitan Central City										
$1-$49,999										
Total	4,935		1,170		637		2,789		339	
<High School	945	19.1	32	2.7	65	10.2	798	28.6	50	14.7
High School Graduate or Equivalent	1,014	20.5	197	16.8	148	23.2	622	22.3	47	13.9
Some College	1,515	30.7	412	35.2	253	39.7	770	27.6	80	23.6
Bachelor/4 Year Degree	664	13.5	253	21.6	86	13.5	285	10.2	40	11.8
Graduate Degree or Higher	669	13.6	264	22.6	70	11.0	283	10.2	52	15.3
Education Not Reported	128	2.6	12	1.1	15	2.4	31	1.1	70	20.7
$50,000 to 69,999										
Total	7,335		2,675		805		3,015		840	
<High School	857	11.7	35	1.3	41	5.1	701	23.3	80	9.5
High School Graduate or Equivalent	1,325	18.1	371	13.9	149	18.5	700	23.2	105	12.5
Some College	2,411	32.9	944	35.3	341	42.4	951	31.5	175	20.8
Bachelor/4 Year Degree	1,236	16.8	630	23.5	142	17.6	313	10.4	151	18.0
Graduate Degree or Higher	1,288	17.5	661	24.7	123	15.3	306	10.1	198	23.6
Education Not Reported	218	3.0	34	1.3	9	1.1	44	1.5	131	15.6
$70,000-99,999										
Total	10,811		6,358		1,229		2,302		922	
<High School	669	6.2	68	1.1	61	5.0	457	19.9	83	9.0
High School Graduate or Equivalent	1,391	12.9	604	9.5	234	19.0	454	19.7	99	10.8
Some College	3,457	32.0	1,990	31.3	540	43.9	723	31.4	204	22.1
Bachelor/4 Year Degree	2,303	21.3	1,626	25.6	195	15.9	300	13.0	182	19.7
Graduate Degree or Higher	2,764	25.5	2,009	31.6	175	14.2	342	14.9	238	25.8
Education Not Reported	227	2.1	61	0.9	24	2.0	26	1.1	116	12.6

Table B-30, continued

	Total		Anglo		Black		Hispanic		Other	
Characteristics	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000-$129,999										
Total	15,254		8,117		2,859		2,463		1,815	
<High School	1,037	6.8	53	0.7	127	4.4	673	27.3	184	10.1
High School Graduate or Equivalent	1,947	12.8	691	8.5	586	20.5	463	18.8	207	11.4
Some College	4,376	28.7	2,154	26.5	1,177	41.2	683	27.8	362	20.0
Bachelor/4 Year Degree	3,616	23.7	2,466	30.4	484	16.9	303	12.3	363	20.0
Graduate Degree or Higher	3,873	25.4	2,662	32.8	433	15.2	311	12.6	467	25.7
Education Not Reported	405	2.6	91	1.1	52	1.8	30	1.2	232	12.8
$130,000 and Over										
Total	10,429		7,299		700		1,197		1,233	
<High School	220	2.1	27	0.4	26	3.7	105	8.8	62	5.1
High School Graduate or Equivalent	714	6.9	351	4.8	109	15.6	166	13.9	88	7.1
Some College	2,214	21.2	1,378	18.9	228	32.6	386	32.2	222	18.0
Bachelor/4 Year Degree	2,807	26.9	2,214	30.3	145	20.7	233	19.5	215	17.4
Graduate Degree or Higher	4,182	40.1	3,241	44.4	177	25.3	288	24.0	476	38.6
Education Not Reported	292	2.8	88	1.2	15	2.1	19	1.6	170	13.8
Matched Assessed Value and Parents' Education Not Available										
Total	7,127		3,895		567		1,853		812	
<High School	266	3.7	25	0.6	26	4.6	195	10.5	20	2.4
High School Graduate or Equivalent	623	8.7	196	5.0	73	12.9	304	16.4	50	6.2
Some College	1,501	21.1	704	18.1	192	33.9	496	26.8	109	13.4
Bachelor/4 Year Degree	1,630	22.9	1,072	27.5	114	20.1	320	17.3	124	15.3
Graduate Degree or Higher	2,758	38.7	1,817	46.7	147	25.9	515	27.8	279	34.4
Education Not Reported	349	4.9	81	2.1	15	2.6	23	1.2	230	28.3

Table B-30, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
South Texas Economic Region										
$1-$49,999										
Total	4,475		818		191		3,262		204	
<High School	958	21.4	15	183	46	24.1	880	27.0	17	8.3
High School Graduate or Equivalent	928	20.7	127	15.5	50	26.2	723	22.2	28	13.7
Some College	1,266	28.3	276	33.7	52	27.2	888	27.2	50	24.5
Bachelor/4 Year Degree	606	13.6	191	23.4	22	11.5	369	11.3	24	11.8
Graduate Degree or Higher	617	13.8	203	24.8	18	9.4	366	11.2	30	14.7
Education Not Reported	100	2.2	6	0.7	3	1.6	36	1.1	55	27.0
$50,000 to 69,999										
Total	2,255		658		210		1,250		137	
<High School	393	17.4	14	2.1	19	9.0	346	27.7	14	10.2
High School Graduate or Equivalent	496	22.0	120	18.2	42	20.0	311	24.8	23	16.8
Some College	697	30.9	231	35.1	94	44.8	350	28.0	22	16.1
Bachelor/4 Year Degree	300	13.3	146	22.2	32	15.2	107	8.6	15	10.9
Graduate Degree or Higher	306	13.6	143	21.7	21	10.0	119	69.5	23	16.8
Education Not Reported	63	2.8	4	0.7	2	1.0	17	1.4	40	29.2
$70,000-99,999										
Total	2,168		1,200		143		678		147	
<High School	88	4.1	8	0.7	6	4.2	69	10.2	5	3.4
High School Graduate or Equivalent	292	13.5	114	9.5	21	14.7	143	21.1	14	9.6
Some College	739	34.1	376	31.3	68	47.5	261	38.5	34	23.1
Bachelor/4 Year Degree	460	21.2	313	26.1	21	14.7	91	134	35	23.8
Graduate Degree or Higher	548	25.3	371	30.9	26	18.2	111	16.4	40	27.2
Education Not Reported	41	1.8	18	1.5	1	0.7	3	0.4	19	12.9

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Table B-30, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000-$129,999										
Total	2,047		1,018		161		690		178	
<High School	54	2.6	4	0.4	1	0.6	44	6.4	5	2.8
High School Graduate or Equivalent	255	12.5	84	8.3	22	13.7	124	18.0	25	14.1
Some College	629	30.7	248	24.4	65	40.4	274	39.6	42	23.6
Bachelor/4 Year Degree	475	23.2	280	27.5	33	20.5	124	18.0	38	21.3
Graduate Degree or Higher	606	29.6	395	38.7	39	24.2	118	17.1	54	30.3
Education Not Reported	28	1.4	7	0.7	1	0.6	6	0.9	14	7.9
$130,000 and Over										
Total	2,556		1,704		112		540		200	
<High School	71	2.8	12	0.7	0	0.0	45	8.3	14	7.0
High School Graduate or Equivalent	250	9.8	140	8.2	9	8.0	85	15.7	16	8.0
Some College	676	26.4	389	22.8	46	41.1	191	35.4	50	25.0
Bachelor/4 Year Degree	627	24.5	481	28.3	25	22.3	96	17.8	25	12.5
Graduate Degree or Higher	868	34.0	662	38.8	30	26.8	115	21.3	61	30.5
Education Not Reported	64	2.5	20	1.2	2	1.8	8	1.5	34	17.0
Matched Assessed Value and Parents' Education Not Available										
Total	2,138		783		115		1,065		175	
<High School	108	5.1	5	0.6	4	3.5	93	8.7	6	3.4
High School Graduate or Equivalent	249	11.6	50	6.4	11	9.5	172	16.2	16	9.1
Some College	545	25.5	165	21.1	37	32.2	314	29.5	29	16.6
Bachelor/4 Year Degree	457	21.4	205	26.2	26	22.6	194	18.2	32	18.3
Graduate Degree or Higher	706	33.0	344	43.9	31	27.0	278	26.1	53	30.3
Education Not Reported	73	3.4	14	1.8	6	5.2	14	1.3	39	22.3

Table B-30, continued

Characteristics	Total Number	Total %	Anglo Number	Anglo %	Black Number	Black %	Hispanic Number	Hispanic %	Other Number	Other %
Upper Rio Grande Economic Region										
$1-$49.999										
Total	208		31		11		158		8	
<High School	73	35.1	1	3.23	3	27.3	69	43.7	0	0.0
High School Graduate or Equivalent	45	21.6	2	6.45	6	54.5	33	20.9	4	50.0
Some College	51	24.5	10	32.3	1	9.1	38	24.0	2	25.0
Bachelor/4 Year Degree	27	13.0	14	45.2	0	0.0	13	8.2	0	0.0
Graduate Degree or Higher	10	4.8	4	12.9	1	9.1	5	3.2	0	0.0
Education Not Reported	2	1.0	0	0.0	0	0.0	0	0.0	2	25.0
$50,000 to 69.999										
Total	1,775		222		92		1,354		107	
<High School	309	17.4	0	0.0	11	12.0	291	21.5	7	6.63
High School Graduate or Equivalent	363	20.4	22	9.9	23	25.0	303	22.4	15	14.0
Some College	571	32.2	70	31.5	31	33.7	446	32.9	24	22.4
Bachelor/4 Year Degree	230	13.0	48	21.6	12	13.0	140	10.3	22	20.6
Graduate Degree or Higher	254	14.3	80	36.1	12	13.0	140	10.3	22	20.6
Education Not Reported	48	2.7	2	0.9	3	3.3	16	1.2	27	25.2
$70,000-99.999										
Total	1,486		401		82		883		120	
<High School	255	17.2	1	0.3	7	8.5	243	27.5	4	3.3
High School Graduate or Equivalent	210	14.1	28	7.0	13	15.9	152	17.2	17	14.2
Some College	396	26.7	102	25.4	37	45.1	230	26.1	27	22.5
Bachelor/4 Year Degree	244	16.4	100	24.9	12	14.6	112	12.7	20	16.7
Graduate Degree or Higher	351	23.6	170	42.4	13	15.9	132	14.9	36	30.0
Education Not Reported	30	2.6	0	0.0	0	0.0	14	1.6	16	13.3

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Table B-30, continued

Characteristics	Total		Anglo		Black		Hispanic		Other	
	Number	%	Number	%	Number	%	Number	%	Number	%
$100,000-$129,999										
Total	18		10		2		4		2	
<High School	2	11.1	0	0.0	2	100.0	0	0.0	0	0.0
High School Graduate or Equivalent	2	11.1	0	0.0	0	0.0	2	50.0	0	0.0
Some College	8	44.4	5	50.0	0	0.0	1	25.0	2	100.0
Bachelor/4 Year Degree	3	16.7	3	30.0	3	0.0	0	0.0	0	0.0
Graduate Degree or Higher	3	16.7	2	20.0	0	0.0	1	25.0	0	0.0
Education Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
$130,000 and Over										
Total	0		0		0		0		0	
<High School	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
High School Graduate or Equivalent	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Some College	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bachelor/4 Year Degree	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Graduate Degree or Higher	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Education Not Reported	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Matched Assessed Value and Parents' Education Not Available										
Total	489		95		9		357		28	
<High School	48	9.8	2	2.1	1	11.1	45	12.6	0	0.0
High School Graduate or Equivalent	56	11.5	7	7.4	2	22.2	47	13.2	0	0.0
Some College	109	22.3	21	22.1	2	22.2	83	23.2	3	10.7
Bachelor/4 Year Degree	99	20.2	25	26.3	1	11.1	69	19.3	4	14.3
Graduate Degree or Higher	162	33.1	38	40.0	3	33.4	112	31.4	9	32.1
Education Not Reported	15	3.1	2	2.1	0	0.0	1	0.3	12	42.9

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APPENDIX

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

Elizabeth Seaton, Research Associate
Under the Direction of A. Gary Dworkin, Director for Research
Texas Center for University School Partnerships

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

Executive Summary

Among voters and in state legislatures across the nation, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions for institutions of higher education. This policy paper explores the question: To what extent are SAT scores accurate predictors of success in college?

The standard operating procedures of selective colleges is that the Educational Testing Service's objective tests will guarantee all students the same chance even though they have had different economic backgrounds, different educational cultural, and social opportunities. The rationale is that the standardized tests will permit each college applicant to demonstrate his/her own merit in a way that admissions interviews, teachers evaluations, and classroom tests might not afford. *Meritocratic selection into college and the SAT are linked together in the minds of American voters.*

This paper includes a summary of studies by researchers who sought to determine the predictive validity of the SAT. These studies are evaluated according to indisputably sound standards established by W.B. Schrader. His standards include:

Criteria: The criterion developed for the validity study has to be the hypothetical best measure of success in a college. The easiest criterion to study is academic average grade (either the first-year or a two-year average). There are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be a better predictor than SAT scores. Also, a pre-Freshman test such as TASP or perhaps a college's own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender and type of major (such as Liberal Arts or Engineering). To the extent that the regression equations differ from group to group, the study gains in precision.

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.

Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined above.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).

The Predictive Validity of College Board Admissions Tests:

A Survey of Recent Research

by

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> The task of keeping up-to-date on the relationship of the SAT to performance in college is a never-ending one, as the composition of successive classes changes and as the objectives of college instruction are modified (Chauncey, 1962).

This issue, framed here by the first president of the Educational Testing Service (ETS), offers an excellent starting point to explore the extent to which SAT scores are accurate predictors of success in college. Since November 1900, when the College Board was established to conduct standardized college entrance examinations, the tests have purported to "indicate ability to do a high order of scholastic work;" to "put as little premium as possible on specific training, and more emphasis on potential promise." (CEEB, p.44.)

In a 1961 report to the trustees of ETS, Chauncey affirmed that their objective tests would guarantee all students the same chance "even though they have had different economic backgrounds, different educational cultural, and social opportunities." (ETS, p.26.) The rationale was that the standardized test would permit each college applicant to demonstrate his/her own merit in a way that admissions interviews, teachers evaluations, and classroom tests might not afford. Meritocratic selection into college and the SAT are inextricably bound, in the minds of most Americans, inasmuch as the SAT threshold is seen as measuring the quality of each college's entering freshmen.

Taking the ideal of meritocratic college admissions to its natural extension, there is a growing awareness of the natural limits of egalitarianism and the fiscal limits of open admissions. Many state legislatures are decreasing fund allocations to higher education annually. The ideal --- of selective college admissions based on merit for those who can best demonstrate the propensity to benefit from a college education --- has a large constituency among the American public.

W.B. Schrader offers a useful summary of research studies that aim to ascertain the predictive validity of the SAT. Although the surveys he reviewed are long past current, Schrader established indisputably sound standards for evaluating research studies on this topic. His standards concern:

Criteria;
Predictors;
Groups of students;
Statistical analysis methods; and
Ways of presenting and interpreting results.

Criterion: The criterion developed for the validity study has to be the "hypothetical best measure of success in a college." (Schrader, p. 118.) The easiest criterion to study is academic average grade (either the first-year or a two-year average). But there are also alternative criteria that yield evidence of success in college, such as extra-curricular activities, involvement in student government, recommendations, interest measures, creativity measures, personality measures, cognitive style measures, peer ratings, work samples, interviews, leaderless group discussion, biodata, and the like.

Predictors: A measure of high school performance such as GPA or class rank is acknowledged to be " a better predictor" than SAT scores. Also, a pre-Freshman test such as TASP/TAAS estimations or perhaps a college s own placement test(s) can predict performance. In addition, any rating scheme employed by a college admissions office during the student selection process can predict performance.

Research findings summarized by Schrader in his review of studies from the 1940's through the 1960's show noticeably high validity between SAT scores and college achievement, as long as we confine our attention to mean SAT scores below 550. Once the studies include groups of students whose mean SAT is 550 or higher, there is less evidence of predictive validity.

In a thorough research summary designed to (a) identify the best predictor for a specific outcome and (b) calculate the correlation coefficient for a specific outcome, Hunter Breland of ETS separated forty-four research studies into academic outcomes and non-academic outcomes. Regarding academic outcomes, Breland s findings were that previous grades are the best predictor and the median correlations were *.44*.

> Examples of non-academic outcomes include faculty ratings of medical students and resident interns on clinical performance, scientists income, creative achievement, peer ratings, and extracurricular activities in college. (Breland, *Student Characteristics*, p. 47.)

Breland found, regarding non-academic outcomes, that while the median correlation (*.25*) is low and thus indicates "that non-academic outcomes are not very predictable, the range of the correlations is quite high." Traditional admissions test results were most closely correlated with predicting nonacademic success; personality and biodata ran a close second. (Breland, *Student Characteristics*, p. 51.)

Crouse and Trusheim examined the results of a 1979 ETS study of 22 selective colleges and universities. They calculated correlations between distributions of predicted first year grades based on

high school record,
high school record plus the SAT, and
high school record plus average achievement test score.

To gain additional perspective, Crouse and Trusheim also examined achievement test results from a subsample of college students gleaned from Project Talent, " a representative national sample of students who were in grades 9 through 12 of a public or private secondary school in 1960 and followed them up eleven years after their expected high school graduation, when they were around twenty-nine years old."

> All in all, our results give little reason to defend the SAT over achievement tests on grounds of predictive validity, freedom from curricular influence, or the effects of race and socioeconomic background.... The best way to increase the acceptance rates of blacks and low-income applicants in the long run is to make sure they learn as much as middle-class white applicants and that their high school records and test scores accurately assess this learning. (Crouse and Trunsheim, p. 160.)

But why bend over backwards to increase the acceptance rates of blacks and low-income applicants into college? Angela Browne-Miller asks that question as she reflects over the economic reality of the law of diminishing returns for higher education. Taxpayers across the nation, burdened with the increasing costs of health care, prisons and other social services, are wary of investing into the public coffers for higher education.

Groups of Students: This standard requires that students be divided into groups (of at least 100) on the basis of gender, ethnicity, type of major (such as Liberal Arts or Engineering). "To the extent that the regression equations differ from group to group, the study gains in precision." (Schrader, p. 119.) One useful research study summarized 35 regression studies that focused on population issues of one sort or another. By comparing minorities with non-minorities, rich detail can be gleaned. Additionally, even if inter-ethnic comparisons are not made, regression studies of various ethnic groups "are important because they represent a sampling of blacks or Chicanos that is important for purposes of population validation." (Breland, PopulationValidity, p. 7.)

Statistical Analysis Methods: Schrader distinguishes between studies that express multiple regression weights in b-weights and those that express them in beta-weights. Since beta-weights are standardized scores, they are not influenced by differences in the specific units in which the predictors are stated. This standardization is preferred over b-weights which use the actual numbers (in specific units) of each predictor.

Ways of Presenting and Interpreting Results: Scatter diagrams are helpful since they depict a mid-line or range of expectations, given normal probabilities. No matter how sophisticated the presentation of results may be, including beta-weights, validity coefficients, along with the outcome of a significance test for each beta-weight, the study will be no more profound than the criterion outlined.

SUMMARY

In summary, studies have shown that previous grades are the best predictor for success in college. SAT scores alone do not provide a strong enough predictor of success in college. Further, the SAT and its battery of achievement tests are a well-respected fixture of the higher education scene in America and indeed internationally. There is substantial support for the continued use of the SAT in admissions, despite the real or perceived bias against women and minorities. As long as Americans hold onto the ideal of the meritocracy, the SAT will be viewed as the best measure of merit for college applicants.

Epilogue by A. G. Dworkin

An ERIC search of additional studies that linked SAT scores to first year success, measured in terms of grade-point averages, produced the following empirical generalizations:

1. Comparisons between SAT scores and a Non-Cognitive questionnaire revealed that the latter was a better predictor of freshman grades than the SAT for in-coming freshmen athletes. It is suggested that non-cognitive skills assessments be used to select non-traditional students. (Sedlack and Adams-Gaston, *Journal of Counseling and Development* 70 (1992): 724-727.)

2. Students who actively participate in school are more likely to remain in school than those who are inactive, even if the latter have slightly higher SAT scores. (Davis, *Journal of the Freshman Year Experience*, 4 (1992):79-94.)

3. SAT scores are valid predictors of white students under age 30, but not of African American students or students over the age of 30. (Paper presented by Moffat at the Eastern Educational Research Association meetings, February 1993.)

4. Relying upon a sample of 712 students, it was found that high school GPA was a better predictor of course grades in teacher education courses than SAT scores. (Report of American Association of Colleges for Teacher Education, Exxon Foundation, 1992).

5. Addition of an SAT score to high school GPA increases significantly the accuracy of prediction of freshman GPA, but only for white males; the SAT increases only slightly, but nevertheless significantly, the ability to predict freshman grades for women and minorities. (Paper presented by Cowen and Fiori at the California Educational Research Association meetings, November 1991.)

6. SAT is a relatively poor measure of grades in most courses (coefficients in mid .30 range compared to local campus placement tests which had coefficients between .40 and .60); however, the math section of the SAT did increase the ability to estimate grades in college calculus courses if combined with high school GPA. (Bridgemen and Wendler, *Prediction of Grades in College Mathematics Courses as a Component of Placement Validity of SAT-Mathematics Scores*, Educational Testing Service, 1989.)

7. SAT-Verbal was a good predictor of grades in freshman English courses, although prediction was greatly improved if combined with an essay examination and rank in class. (Bridgeman, *Placement Validity of a Prototype SAT with an Essay*, Educational Testing Service, 1992.)

8. Comparing the SAT scores of Hispanic and non-Hispanic students with the same college course grades revealed that Hispanic students had lower SAT scores by about 45 points per section than the non-Hispanics. Thus, different SAT scores were associated with the same college course grades. (Pearson, *Hispanic Journal of the Behavioral Sciences* 15 (1993):342-356.)

9. However, one of the large-scale studies published by The College Board does suggest that the predictive validity of the test is better than what has been reported previously. An analysis by Ramist, Lewis, and McCamley-Jenkins indicated that the SAT had higher or equal average validities for predicting course grade in almost all categories of courses (*Student Group Differences in Predicting College Grades: Sex, Language, and Ethnic Groups*, College Board Report No. 93-1, 1994:1). Based upon more than 46,000 students enrolled in 45 colleges and universities as freshmen between 1982 and 1985, the authors reported correlations between SAT scores and freshman course grades similar to those of other studies (in the .30 range). However, once they corrected for predictor restriction of range (the fact that the lowest test scorers are unlikely to go to college and hence be in the sample) and criterion unreliability (variability in freshman course grades), correlations between SAT scores and freshman course grades rose to over .60, approximately

the same value as students high school records. Even better prediction was found for the conjoined use of high school records and SAT scores, in which case, the SAT incremented predictability by .06 to .07 for all students and up to .12 for the lowest scorers accepted into the most selective colleges. These high correlations are found only when attempts are made to predict each student's individual course grade separately and then averaging the predictions. The highest predictive validities are found for white students, with substantially lower validities found for students of color and students whose primary home language was not English.

10. Work reported by The College Board confirms that crash courses to improve test-taking skills do not produce substantially higher test scores, but retaking the SAT does increase scores. By contrast, preparation and test-taking skill courses of long duration may improve scores.

Thus, the SAT by itself seems not to be an adequate predictor of college grades during the freshman year, and it is especially inadequate for certain disadvantaged groups. However, in combination with high school grade-point average, essay examinations, rank in class, and local placement exams, the SAT does increase the accuracy of prediction of freshman grades, especially in courses that tap the same skills as monitored by the SAT (such as math courses or English courses).

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